



Midway Village Museum
Rockford's
HISTORY MUSEUM

MIDWAY VILLAGE MUSEUM

6799 Guilford Road, Rockford IL 61107

For more information, call Kendall Clair,
Museum Educator, at 815-397-9112, ext. 106.
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ILLINOIS STATE STANDARDS

General Museum and Village Tour

FIRST GRADE

SS.G.1.1: Construct and interpret maps and other representations to navigate a familiar place.

SS.CV.1.1: Explain how all people, not just official leaders, play important roles in a community.

SS.EC.FL.3.1: Explain how people earn pay or income in exchange for work.

SS.H.1.1: Create a chronological sequence of multiple events.

SS.H.2.1: Describe individuals and groups who have shaped a significant historical change.

SS.H.3.1: Compare perspectives of people in the past to those of people in the present.

SECOND GRADE

SS.EC.1.2: Demonstrate how our choices can affect ourselves and others in positive and negative ways

SS.EC.3.2: Compare the goods and services that people in the local community produce and those that are produced in other communities.

SS.G.2.2: Identify some cultural and environmental characteristics of your community and compare to other places.

SS.H.1.2: Summarize changes that have occurred in the local community over time

SS.H.2.2: Compare individuals and groups who have shaped a significant historical change

SS.H.3.2: Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past

THIRD GRADE

SS.CV.1.3: Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.

SS.EC.1.3: Compare the goods and services that people in the local community produce and those that are produced in other communities.

SS.EC.FL.3.3: Describe the role of banks and other financial institutions in an economy

SS.G.2.3: Compare how people modify and adapt to the environment and culture in our community to other places

SS.H.2.3: Describe how significant people, events, and developments have shaped their own community and region.

SS.H.3.3: Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed

FOURTH GRADE

SS.EC. 2.4: Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).

SS.G.2.4: Analyze how the cultural and environmental characteristics of places in Illinois change over time.

SS.G.3.4: Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements.

SS.H.1.4: Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.

SS.H.2.4: Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois.

SS.H.3.4: Explain probable causes and effects of events and developments in Illinois history

FIFTH GRADE

SS.EC.1.5: Analyze why and how individuals, businesses, and nations around the world specialize and trade

SS.G.1.5: Investigate how the cultural and environmental characteristics of places within the United States change over time.

SS.G.4.5: Compare the environmental characteristics of the United States to other world regions

SS.H.2.5: Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic. SS.H.3.5: Explain probable causes and effects of events and developments in U.S. history.

SIXTH-EIGHTH

SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity.

SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts.

SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time

SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras

SS.H.2.6-8.MC: Analyze how people's perspectives influenced what information is available in the historical sources they created.

SS.H.3.6-8.LC: Classify the kinds of historical sources used in secondary interpretation

SS.H.3.6-8.MdC: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

SS.H.3.6-8.MC: Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where information is not easily identified.

SS.H.4.6-8.LC: Explain multiple causes and effects of historical events.

SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.

SS.H.4.6-8.MC: Organize applicable evidence into a coherent argument about the past.

HIGH SCHOOL

SS.H.1.9-12: Evaluate how historical developments were shaped by time and place as well as broader historical contexts.

SS.H.2.9-12: Analyze change and continuity within and across historical eras.

SS.H.3.9-12: Evaluate the methods utilized by people and institutions to promote change.

SS.H.4.9-12: Analyze how people and institutions have reacted to environmental, scientific, and technological changes.

SS.H.5.9-12: Analyze the factors and historical context that influenced the perspectives of people during different historical eras.

SS.H.6.9-12: Analyze the concept and pursuit of the American Dream.

SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality and justice.

SS.H.8.9-12: Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

SS.H.9.9-12: Analyze the relationship between historical sources and the secondary interpretations made from them.

SS.H.10.9-12: Analyze the causes and effects of global conflicts and economic crises.

SS.H.11.9-12: Analyze multiple and complex causes and effects of events in the past.

SS.H.12.9-12: Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

Re-enactment Days - the Great War, Civil War, and WWII (recommended 5+)

FIFTH GRADE

SS.CV.1.5: Distinguish the responsibilities and powers of government official at various levels and branches of government and in different times and places.

SS.CV.2.5: Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions. SS.CV.4.5: Explain how policies are developed to address public problems

SS.EC.2.5: Discover how positive incentives (e.g. sale prices and earning money) and negative incentives influence behavior in our nation's economy and around the world.

SS.G.1.5: Investigate how the cultural and environmental characteristics of places within the United States change over time.

SS.G.2.5: Describe how humans have utilized natural resources in the United States.

SS.G.3.5: Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.

SS.H.2.5: Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic. SS.H.3.5: Explain probable causes and effects of events and developments in U.S. history.

SIXTH-EIGHTH

SS.CV.1.6-8.LC: Identify roles played by citizens (examples: voters, jurors, taxpayers, military

SS.CV.1.6-8.MdC: Describe the roles of political, civil and economic organizations in shaping people's lives

SS.CV.1.6-8.MC: Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media

SS.CV.4.6-8.MdC: Analyze the ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.

SS.G.2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions.

SS.G3.6-8.MC: Evaluate the influences of long-term human induced environmental change on spatial patterns of conflict and cooperation

SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity.

SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts.

SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time

SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras

SS.H.2.6-8.MC: Analyze how people's perspectives influenced what information is available in the historical sources they created.

SS.H.3.6-8.LC: Classify the kinds of historical sources used in secondary interpretation

SS.H.3.6-8.MdC: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

SS.H.3.6-8.MC: Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where information is not easily identified.

SS.H.4.6-8.LC: Explain multiple causes and effects of historical events.

SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.

SS.H.4.6-8.MC: Organize applicable evidence into a coherent argument about the past.

HIGH SCHOOL

SS.CV.1.9-12: Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.

SS.CV.5.9-12: Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights

SS.CV.6.9-12: Describe how political parties, the media, and public interest groups both influence and reflect social and political interests

SS.CV.8.9-12: Analyze how individuals use and challenge laws to address a variety of public issues.

SS.CV.9.9-12: Evaluate public policies in terms of intended and unintended outcomes and related consequences.

SS.CV.10.9-12: Explain the role of compromise and deliberation in the legislative process.

SS.G.6.9-12: Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

SS.G.7.9-12: Evaluate how economic activities and political decisions impact spatial patterns within and among urban, suburban, and rural regions

SS.G.9.9-12: Describe and explain the characteristics that constitute a particular culture.

SS.G.10.9-12: Explain how and why culture shapes worldview.

SS.G.11.9-12: Explain how globalization impacts the cultural, political, economic, and environmental characteristics of a place or region.

SS.G.12.9-12: Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries

SS.H.1.9-12: Evaluate how historical developments were shaped by time and place as well as broader historical contexts.

SS.H.3.9-12: Evaluate the methods utilized by people and institutions to promote change

SS.H.4.9-12: Analyze how people and institutions have reacted to environmental, scientific, and technological changes.

SS.H.5.9-12: Analyze the factors and historical context that influenced the perspectives of people during different historical eras.

SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality and justice.

SS.H.8.9-12: Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

Outreach Trunk Standards

1. CIVIL WAR: FOR LINCOLN AND LIBERTY - SEE CIVIL WAR REENACTMENT DAY STANDARDS

2. CREATING COMMUNITY

SS.CV.1.3: Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.

SS.CV.2.3: Explain how groups of people make rules to create responsibilities and protect freedoms

SS.G.2.3: Compare how people modify and adapt to the environment and culture in our community to other places.

SS.EC. 2.3: Generate examples of the goods and services that governments provide.

SS.H.1.3: Create and use a chronological sequence of events.

SS.H.2.3: Describe how significant people, events, and developments have shaped their own community and region.

SS.H.3.3: Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

3. ETIQUETTE AND PARLOR GAMES - GENERAL TOUR STANDARDS APPLY

4. IMMIGRANTS AND CULTURE

SS.G.2.3: Compare how people modify and adapt to the environment and culture in our community to other places.

SS.G.3.3: Show how consumption of products connects people to distant places.

SS.H.1.3: Create and use a chronological sequence of events.

SS.H.2.3: Describe how significant people, events, and developments have shaped their own community and region.

SS.H.3.3: Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

5. LOCAL LIFE

SS.H.1.3: Create and use a chronological sequence of events.

SS.H.2.3: Describe how significant people, events, and developments have shaped their own community and region.

SS.H.3.3: Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

6. QUEEN CITY OF THE PRAIRIE - GENERAL TOUR STANDARDS APPLY

7. THE ROCKFORD CONNECTION - GENERAL TOUR STANDARDS APPLY

8. SCHOOL DAYS - GENERAL TOUR STANDARDS APPLY

9. TRANSPORTATION AND WORK

SS.EC.1.3: Compare the goods and services that people in the local community produce and those that are produced in other communities.

SS.EC. 2.3: Generate examples of the goods and services that governments provide

SS.H.1.3: Create and use a chronological sequence of events.

SS.H.2.3: Describe how significant people, events, and developments have shaped their own community and region.

SS.H.3.3: Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

10. WWII Rockford's Own Witness to War - See The World War II Reenactment Day Standards Mini-Trunks

1. CAMP GRANT DURING WWI - SEE THE GREAT WAR REENACTMENT DAY STANDARDS

2. IMMIGRATION TO ROCKFORD - GENERAL TOUR STANDARDS APPLY

Listen and Learn History Talks

1. THE HISTORY AND EVOLUTION OF THE PLEDGE OF ALLEGIANCE

SS.H.1.K: Compare life in the past with life today

SS.H.2.1: Describe individuals and groups who have shaped a significant historical change

SS.H.2.2: Compare individuals and groups who have shaped a significant historical change.

SS.H.3.2: Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past

SS.H.2.3: Describe how significant people, events, and developments have shaped their own community and region

SS.H.3.3: Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

SS.CV.3.4: Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, and respect for individual rights) that guide our state and nation.

SS.H.1.4: Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.

SS.H.2.4: Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois

SS.H.3.5: Explain probable causes and effects of events and developments in U.S. history

SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras.

SS.H.5.9-12: Analyze the factors and historical context that influenced the perspectives of people during different historical eras

2. THE HISTORY OF THE ROCKFORD PEACHES

SS.H.1.K: Compare life in the past with life today

SS.H.2.1: Describe individuals and groups who have shaped a significant historical change

SS.H.2.2: Compare individuals and groups who have shaped a significant historical change.

SS.H.1.3: Create and use a chronological sequence of events

SS.H.2.3: Describe how significant people, events, and developments have shaped their own community and region.

SS.H.3.3: Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

SS.H.1.4: Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.

SS.H.2.4: Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois.

SS.H.3.4: Explain probable causes and effects of events and developments in Illinois history.

SS.H.1.5: Create and use a chronological sequence of related events to compare developments that happened at the same time.

SS.H.2.5: Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic.

SS.H.3.5: Explain probable causes and effects of events and developments in U.S. history.

SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity.

SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts.

SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

SS.H.3.6-8.LC: Classify the kinds of historical sources used in secondary interpretation

SS.H.3.6-8.MC: Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where information is not easily identified.

SS.H.1.9-12: Evaluate how historical developments were shaped by time and place as well as broader historical contexts.

SS.H.5.9-12: Analyze the factors and historical context that influenced the perspectives of people during different historical eras.

SS.H.8.9-12: Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

3. THE REMARKABLE BESSICA MEDLAR RAICHE: FIRST WOMAN AVIATOR OF AMERICA

SS.H.1.K: Compare life in the past with life today

SS.H.2.1: Describe individuals and groups who have shaped a significant historical change

SS.H.2.2: Compare individuals and groups who have shaped a significant historical change.

SS.H.2.3: Describe how significant people, events, and developments have shaped their own community and region

SS.H.1.4: Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.

SS.H.3.4: Explain probable causes and effects of events and developments in Illinois history.

SS.H.1.5: Create and use a chronological sequence of related events to compare developments that happened at the same time

SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

SS.H.5.9-12: Analyze the factors and historical context that influenced the perspectives of people during different historical eras. SS.H.6.9-12: Analyze the concept and pursuit of the American Dream.

SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality and justice. SS.H.8.9-12: Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented group

4. SOCK MONKEY HISTORY

SS.H.1.K: Compare life in the past with life today

SS.H.2.1: Describe individuals and groups who have shaped a significant historical change

SS.H.2.2: Compare individuals and groups who have shaped a significant historical change.

SS.G.3.3: Show how consumption of products connects people to distant places.

SS.H.2.3: Describe how significant people, events, and developments have shaped their own community and region

SS.H.3.3: Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

SS.CV.1.3: Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities

SS.EC.1.4: Explain how profits reward and influence sellers

Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).

SS.G.3.4: Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements.

SS.H.2.4: Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois

SS.H.3.4: Explain probable causes and effects of events and developments in Illinois history.

SS.EC.1.5: Analyze why and how individuals, businesses, and nations around the world specialize and trade

SS.G.1.5: Investigate how the cultural and environmental characteristics of places within the United States change over time.

SS.H.1.5: Create and use a chronological sequence of related events to compare developments that happened at the same time.

SS.EC.1.6-8.LC: Explain how economic decisions affect the wellbeing of individuals, businesses and society.

SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy.

SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity.

SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.

5. VINTAGE BASEBALL

SS.H.1.K: Compare life in the past with life today

SS.H.2.1: Describe individuals and groups who have shaped a significant historical change

SS.H.2.2: Compare individuals and groups who have shaped a significant historical change.

SS.H.1.3: Create and use a chronological sequence of events

SS.H.2.3: Describe how significant people, events, and developments have shaped their own community and region.

SS.H.3.3: Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

SS.H.1.4: Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.

SS.H.2.4: Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois.

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SS.H.1.5: Create and use a chronological sequence of related events to compare developments that happened at the same time.

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