

### GLECs and Your Visit to Historic Charlton Park: Third Grade

Students have the opportunity to experience and examine early Michigan history in person, participating in activities such as cooking in a kitchen without electricity, learning in a one-room schoolhouse, dipping candles, or touring the general store. Through these experiences, students are able to examine history in person to better create a historical narrative of daily life in small Michigan farming communities.

#### Bristol Inn:

Students participate in a variety of household chores and take a tour of the house, experiencing a taste of everyday life in the late 1800s, early 1900s. Students will prepare soup for lunch on the woodstove, churn butter, and learn about the stagecoach stop once operated from the Bristol Inn.

- H3.0.1 Identify questions historians ask in examining the past in Michigan.
- H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.
- H3.0.5 Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, used, and/or modified their environments.
- H3.0.6 Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan.
- H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).
- G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment.
- G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.
- G4.0.2 Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).
- G5.0.1 Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.
- E1.0.1 Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.
- E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development.



Lee School:

Students receive a short grade-level appropriate lesson, using slates and readers to complete their tasks, comparing and contrasting their school experience with those of students in a one-room schoolhouse.

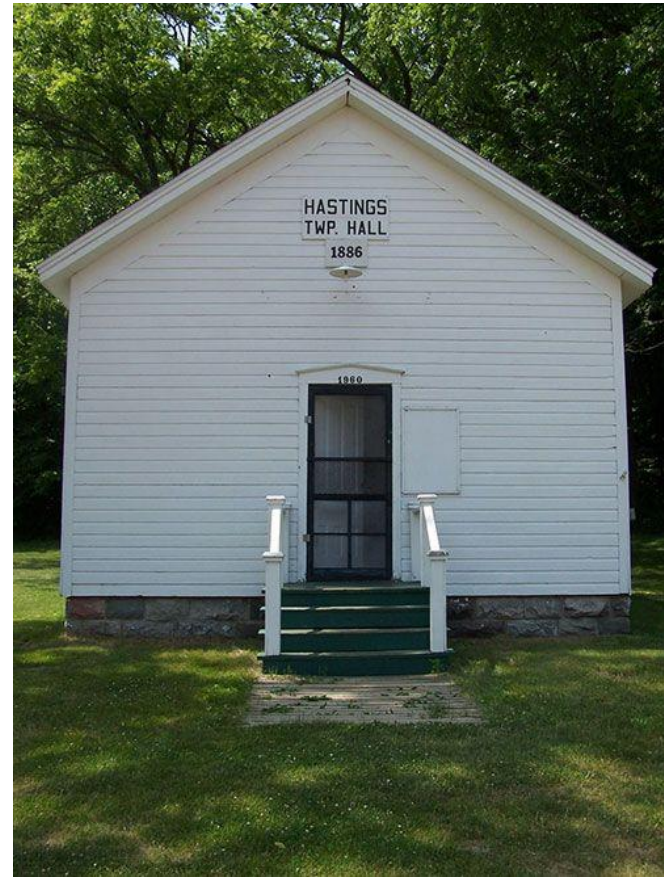
- H3.0.1 Identify questions historians ask in examining the past in Michigan.
- H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.
- H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).
- G5.0.1 Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.
- C5.0.1 Identify and explain rights and responsibilities of citizenship.
- E1.0.1 Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.
- E1.0.2 Identify incentives that influence economic decisions people make in Michigan.
- P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.



### Township Hall:

Students learn about township government, its development and role in collective decision making. Students also get the opportunity to learn about early lighting practices and make candles to take home.

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- H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.
- H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).
- G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.
- C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government.
- C2.0.1 Describe how the Michigan state government reflects the principle of representative government.
- C3.0.1 Distinguish between the roles of tribal, state, and local governments.
- C5.0.1 Identify and explain rights and responsibilities of citizenship.
- E1.0.1 Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.
- E1.0.2 Identify incentives that influence economic decisions people make in Michigan.
- P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.



### General Store:

Students learn about the economic and social role of the General Store in small farming communities, exploring the historic merchandise of the store and systems of bartering and trade.

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- H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.
- H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).
- H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan (pre-statehood).
- G5.0.1 Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.
- E1.0.1 Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.
- E1.0.2 Identify incentives that influence economic decisions people make in Michigan.
- E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development.
- E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.
- E2.0.1 Using a Michigan example, explain how specialization leads to increased interdependence.

