

## GLCEs and Your Visit to Historic Charlton Park: Kindergarten

Historic Charlton Park strives to create a hands-on experience for kindergarteners, enabling them to place history within their own lived experience. By cooking in a kitchen without electricity, learning in a one-room schoolhouse, dipping candles or touring the general store, students are able to make real-world comparisons between how they live and life in the late 1800s.

### 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.

- H2.0.1 Distinguish among past, present, and future.
- H2.0.3 Describe ways people learn about the past.
- G1.0.1 Recognize that maps and globes represent places.
- G1.0.2 Use directions or positional words to identify significant locations in the classroom.
- G2.0.1 Identify and describe places in the immediate environment.
- G5.0.1 Describe ways in which the environment provides for basic human needs and wants (food, shelter, clothing).
- C1.0.1 Identify and explain reasons for rules at home and in school.
- E1.0.1 Describe economic wants they have experienced.
- E1.0.3 Recognize situations in which people trade.



### 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.

- H2.0.1 Distinguish among past, present, and future.
- H2.0.3 Describe ways people learn about the past.
- G1.0.2 Use directions or positional words to identify significant locations in the classroom.
- G2.0.1 Identify and describe places in the immediate environment.
- C1.0.1 Identify and explain reasons for rules at home and in school.
- C2.0.1 Identify the American flag as an important symbol of the United States.
- C2.0.2 Explain why people do not have the right to do whatever they want.
- P3.1.1 Identify classroom issues.



### 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.

- P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.
- H2.0.1 Distinguish among past, present, and future.
- H2.0.3 Describe ways people learn about the past
- G1.0.2 Use directions or positional words to identify significant locations in the classroom.
- G2.0.1 Identify and describe places in the immediate environment.
- G5.0.1 Describe ways in which the environment provides for basic human needs and wants (food, shelter, clothing).
- C2.0.2 Explain why people do not have the right to do whatever they want.
- C2.0.3 Describe fair ways for groups to make decisions.



### 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.

- G1.0.2 Use directions or positional words to identify significant locations in the classroom.
- G2.0.1 Identify and describe places in the immediate environment.
- E1.0.1 Describe economic wants they have experienced.
- E1.0.2 Distinguish between goods and services.
- E1.0.3 Recognize situations in which people trade.

