

Historic Charlton Park Education Programs Grade Level Content Expectations

Down on the Farm: Bristol Inn, Lee School, and Township Hall

	<i>Building</i>
<p>K-H2.0.4: Describe ways people learn about the past (ex. photos, artifacts, diaries, etc.)</p> <p>K-G1.0.1: Recognize that maps and globes represent places.</p> <p>K-C2.0.1: Identify your country’s flag as an important symbol of the U.S.</p> <p>K-C2.0.2: Explain why people do not have the right to do whatever they want (promote fairness, maintain safety)</p> <p>K-C2.0.3: Describe fair ways for groups to make decisions</p>	<p>Entire Village</p> <p>Bristol Inn</p> <p>Lee School</p> <p>Lee School</p> <p>Township Hall</p>
<p>1-H2.0.5: Use historical records and artifacts to draw conclusions about family or school life in the past</p> <p>1-H2.0.6: Compare life today with life in the past using the criteria of family, school, jobs or communication.</p> <p>1-C1.0.1: Identify some reasons for rules in school.</p> <p>1-C1.0.2: Give examples of the use of power with authority in school (ex: principal, teacher, enforcing school rules).</p> <p>1-C2.0.2: Identify important symbols of the US (ex: Flag)</p>	<p>Entire Village</p> <p>Entire Village</p> <p>Lee School</p> <p>Lee School</p> <p>Lee School</p>
<p>2-H2.0.4: Describe changes in the local community over time (ex: types of businesses, jobs, transportation, population).</p> <p>2-H2.0.6: Construct historical narratives about the history of the local community from a variety of sources (ex: artifacts, photos).</p> <p>2-C1.0.1: Explain why people form governments.</p> <p>2-C3.0.3: Identify services commonly provided by local governments (ex: police, fire, schools, parks).</p> <p>2-C5.0.1: Identify ways citizens participate in community decisions.</p> <p>2-G4.0.2: Describe the means people create for moving people, goods and ideas within the local community.</p>	<p>Bristol Inn/Township Hall</p> <p>Entire Village</p> <p>Township Hall</p> <p>Township Hall</p> <p>Township Hall</p> <p>Bristol Inn</p>
<p>3-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)</p> <p>3-C3.0.1: Distinguish between the roles of state and local government.</p>	<p>Entire Village</p> <p>Township Hall</p>
<p>4-H3.0.4: Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in Townships and cities in Michigan and in the Great Lakes regions during a variety of time periods from 1837 to present.</p> <p>4-H3.0.5: Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with the same or related activity in the past.</p>	<p>Entire Village</p> <p>Entire Village</p>

Live-In: Bristol Inn, Lee School, and General Store

	Building
<p>K-H2.0.4: Describe ways people learn about the past (ex. photos, artifacts, diaries, etc.)</p> <p>K-G1.0.1: Recognize that maps and globes represent places.</p> <p>K-C2.0.1: Identify your country’s flag as an important symbol of the U.S.</p> <p>K-C2.0.2: Explain why people do not have the right to do whatever they want (promote fairness, maintain safety)</p> <p>K-E1.0.3: Recognize situations in which people trade.</p>	<p>Entire Village</p> <p>Bristol Inn</p> <p>Lee School</p> <p>Lee School</p> <p>General Store</p>
<p>1-H2.0.5: Use historical records and artifacts to draw conclusions about family or school life in the past</p> <p>1-H2.0.6: Compare life today with life in the past using the criteria of family, school, jobs or communication.</p> <p>1-C1.0.1: Identify some reasons for rules in school.</p> <p>1-C1.0.2: Give examples of the use of power with authority in school (ex: principal, teacher, enforcing school rules).</p> <p>1-C2.0.2: Identify important symbols of the US (ex: Flag)</p> <p>1-E1.0.4: Describe reasons people voluntarily trade.</p> <p>1-E1.0.6: Describe how money simplifies trade.</p>	<p>Bristol Inn/Village</p> <p>Entire Village</p> <p>Lee School</p> <p>Lee School</p> <p>Lee School</p> <p>General Store</p> <p>General Store</p>
<p>2-H2.0.4: Describe changes in the local community over time (ex: types of businesses, jobs, transportation, population).</p> <p>2-H2.0.6: Construct historical narratives about the history of the local community from a variety of sources (ex: artifacts, photos).</p> <p>2-G4.0.2: Describe the means people create for moving people, goods and ideas within the local community.</p> <p>2-E1.0.5: Use examples to show that people cannot produce everything they want and depend on trade with others to meet their wants.</p>	<p>Entire Village</p> <p>Entire Village</p> <p>Bristol Inn</p> <p>General Store</p>
<p>3-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)</p>	<p>Bristol Inn/Village</p>
<p>4-H3.0.4: Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in Townships and cities in Michigan and in the Great Lakes regions during a variety of time periods from 1837 to present.</p> <p>4-H3.0.5: Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with the same or related activity in the past.</p> <p>4-E1.0.4: Explain how price affects decisions about purchasing goods and services.</p>	<p>Entire Village</p> <p>Entire Village</p> <p>General Store</p>