GLECs and Your Visit to Historic Charlton Park: Second Grade

By providing hands-on historic experiences, Historic Charlton Park enables students to make meaningful comparisons between their lives and life in a small farming community over 100 years ago. Students will cook in a kitchen without electricity, learn in a one-room schoolhouse, dip candles or tour the general store. By experiencing how families, schools and businesses operated at that time, students will be able to better evaluate the changes in their 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.

- E1.0.3 Describe how business in the local community meet economic wants of customers.
- E1.0.4 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).

- H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
- H2.0.4 Describe changes in the local community over time.
- H2.0.5 Describe how community members responded to a problem in the past.
- H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources.
- G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using distance, direction, and scale.
- G1.0.3 Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state.
- G2.0.2 Describe how the local community is part of a larger region.
- G4.0.1 Describe land use in the community.
- G4.0.4 Describe the means people create for moving people, goods, and ideas within the local community.
- E1.0.1 Identify the opportunity cost involved in a consumer decision.

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.
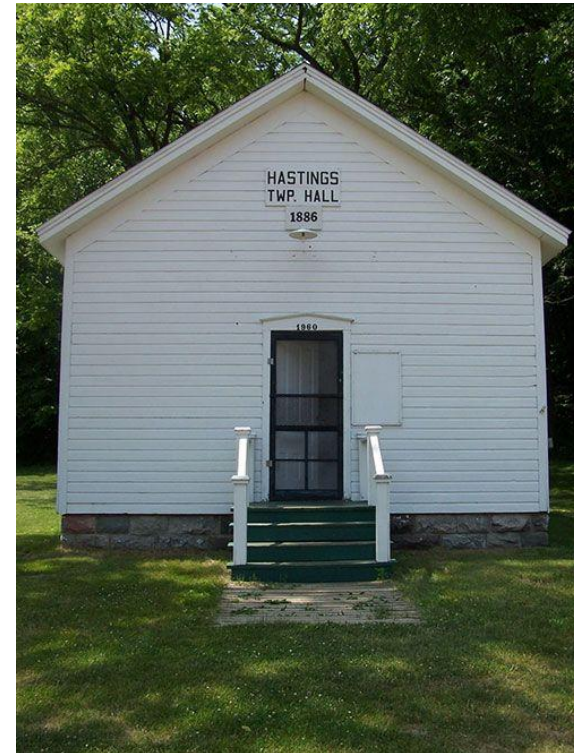
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- H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources.
- G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.
- C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.

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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- G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using distance, direction, and scale.
- G1.0.3 Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state.
- G2.0.2 Describe how the local community is part of a larger region.
- G4.0.1 Describe land use in the community.
- C1.0.1 Explain why people form governments.
- C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.
- C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.
- C3.0.2 Use examples to describe how local government affects the lives of people in a community.
- C3.0.3 Identify services commonly provided by local governments.
- C5.0. 1 Identify ways in which people participate in community decisions.

- E1.0.3 Describe the natural, human, and capital resources needed for production of a good or service in a community.
- E1.0.4 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).
- P3.1.1 Identify public issues in the local community that influence people's daily lives.

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.

- H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
- H2.0.3 Explain how individuals and groups have made significant historical changes.
- H2.0.4 Describe changes in the local community over time.
- H2.0.5 Describe how community members responded to a problem in the past.
- H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources.
- G2.0.2 Describe how the local community is part of a larger region.
- G4.0.1 Describe land use in the community.
- G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.
- E1.0.1 Identify the opportunity cost involved in a consumer decision.
- E1.0.2 Describe how businesses in the local community meet economic wants of consumers.
- E1.0.3 Describe how business in the local community meet economic wants of customers.
- E1.0.4 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).
- P3.1.1 Identify public issues in the local community that influence people's daily lives.

HISTORIC CHARLTON PARK