

Mackinaw Area Historical Society
Elementary School Visitation Program
Objectives and GLCEs

Pest House - 1900

Objectives

- to describe the pest house setting
- to explain contagious diseases and their control
- to discuss the fact that everyone is vulnerable to contagious disease
- to express the impact of an epidemic on a family and community
- to apply simple techniques to prevent the spread of disease

GLCEs (Grade Level Content Expectations) Covered in Visit to Pest House

Social Studies - History of Michigan

- 3 – H3.0.1 Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)
- 3 – H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.

GLCEs that could be covered in the classroom after reading and discussing The Diary of Mary Anderson

Peters, Mary Lou, Diary of Mary Anderson. Mackinaw City, MI: Mackinaw Area Historical Society, 2009. The diary of Mary tells about her thoughts while her father has been quarantined in the pest house because he has a contagious disease.

Language Arts:

- R.NT.03.02 identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction.
- R.NT.03.03 identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).
- R.NT.03.04 explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits.
- S.DS.03.02 discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., characters' thoughts and motivation, setting, plot, story level theme) and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.

Freedom One Room School - 1888

Objectives

- to describe the classroom setting of an 1888 one room school
- to experience part of a typical school day in 1888
- to participate in a typical lesson found in an 1888 one room school

GLCEs Covered in Visit to Freedom School

Spelling Bee

Language Arts GLCEs

- W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).
- W.SP.04.01 in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

Recitation/Elocution – “The Presidents”

Language Arts GLCEs

- S.CN.03.03 speak effectively emphasizing key words and varied pace for effect in narrative and informational presentations.
- S.CN.04.03 speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations.

History of Michigan

Social Studies GLCEs

- 3 – H3.0.1 Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)
- 3 – H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.
- 4 – H3.0.4 Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present. (e.g., 1837-1900, 1900 – 1950, 1950-2000.) (G)

Nature Trail

Objectives

- to immerse students in the natural world
- to be introduced to geology, succession, landownership
- to identify the parts of a plant – roots, leaves, stems, flowers
- to identify what a plant needs to grow – sun, water, carbon dioxide
- to locate the cardinal points – north, south, east, west, using a compass
- to identify the cycle of life

GLCEs Covered on Nature Hike

Science

- **S.IP.03.11** Make purposeful observation of the natural world using the appropriate senses.
- **S.RS.03.18** Describe the effect humans and other organisms have on the balance of the natural world.
- **L.OL.03.31** Describe the function of the following plant parts: flower, stem, root and leaf.
- **E.ES.03.51** Describe ways humans are dependent on the natural environment (forests, water, clean air, earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry).
- **E.ES.03.52** Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land management, renewable and non-renewable resources).

Other Mackinaw Area Historic Village Activities and the covered GLCEs

Compass Use

Social Studies

- 3 – G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.
- 4 – G1.0.2 Use cardinal and intermediate directions to describe the relative location of significant places in the United States.

Nature Journaling

Science

- **S.IP.04.11** Make purposeful observation of the natural world using the appropriate senses.

Meal

Science

- **E.ES.03.44** Recognize that paper, metal, glass, and some plastics can be recycled.

Garden

Science

- **E.ES.03.43** Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal).