



## Site Visits



## Teacher Information

### How does this fit in with the GLCEs?

This program provides many different experiences, hands-on approaches and review for students studying Michigan and U.S. History. A packet of activities is sent to teachers to prepare students for this experience. Please use the information and activities to get the most out of this program.

Below is a list of the Grade Level Content Expectations (GLCEs) for Michigan that are fully or partially obtainable through the program and the teacher's packet sent beforehand. This program and teacher's packet touches on and reinforces these standards. However, it is the teacher who guides and reinforces the content presented to help reach, meet and obtain these strands and standards. Use our resources to help you in this endeavor.

[www.MackinacParks.com](http://www.MackinacParks.com)

CM=Colonial Michilimackinac, FM=Fort Mackinac, HMC=Historic Mill Creek Discovery Park, OMPL=Old Mackinac Point Lighthouse

# Social Studies Expectations

## Third Grade

<u>Site</u>	<u>Expectations</u>
	<b>H3 History of Michigan (Through Statehood)</b>
CM, FM, HMC	3- H3.0.1 Identify questions historians ask in examining the past in Michigan.
CM, FM, HMC	3- H3.0.3 Describe the casual relationships between three events in Michigan's past.
CM, FM	3- H3.0.4 Draw upon traditional stories of American Indians who lived in Michigan in order to make generalizations about their beliefs.
CM, FM, HMC	3- H3.0.5 Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.
CM, FM	3- H3.0.6 Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.
CM, FM, HMC	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.
CM, FM, HMC	3- H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
FM	3- H3.0.9 Describe how Michigan attained statehood.
CM, FM, HMC	3- H3.0.10 Create a timeline to sequence early Michigan history.
	<b>G1 The World in Spatial Terms</b>
CM, FM, HMC OMPL	3- G1.0.2 Use thematic maps to identify and describe the physical and human characteristics of Michigan.
	<b>G4 Human Systems</b>
CM, FM, HMC OMPL	3- G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture, manufacturing, service and tourism, research and development and explain the factors influencing the location of these economic activities.
CM, FM, HMC	3- G4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came.
	<b>G5 Environment and Society</b>
CM, FM, HMC	3- G5.0.1 Locate natural resources in Michigan and explain the consequences of their use.
CM, FM, HMC	3- G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan.
	<b>C1 Purposes of Government</b>
CM, FM	3- C1.0.1 Give an example of how Michigan state government fulfills one of the purposes of government.
	<b>E1 Market Economy</b>
CM, FM	3- E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development .

## Fourth Grade

<u>Site</u>	<u>Expectations</u>
	<b>H3 History of Michigan (Beyond Statehood)</b>
FM	4- H3.0.1 Use historical inquiry questions to investigate the development of Michigan's major economic activities from statehood to present.
CM, FM	4- H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.
OMPL	4- H3.0.3 Describe how the relationship between the location of natural resources and the location of industries affected and continues to affect the location and growth of Michigan cities.
FM, OMPL	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.
	<b>E1 Market Economy</b>
CM, FM, HMC OMPL	4- E1.0.3 Explain why public goods are not privately owned.

## Fifth Grade

<u>Site</u>	<u>Expectations</u>
	<b>U3.1 Causes of the American Revolution</b>
CM	5- U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.