



Trading Posts & Animal Pelts

Relevant Michigan GLCE's

Second Grade:

H2 - Living and Working Together in Communities

- 2-H2.0.1 - Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
- 2-H2.0.4 - Describe changes in the local community over time.
- 2-H2.0.5 - Identify a problem in a community's past and describe how it was resolved.
- 2-H2.0.6 - Construct a historical narrative about the history of the local community from a variety of sources.

G1 - The World in Spatial Terms

- 2-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.

G2 - Places and Regions

- 2-G2.0.2 - Describe how the local community is part of a larger region.

G4 - Human Systems

- 2-G4.0.1 - Describe land use in the community.
- 2-G4.0.2 - Describe the means people create for moving people, goods, and ideas within the local community.
- 2-G4.0.3 - Use components of culture to describe diversity in the local community.

E1 - Market Economy

- 2-E1.0.1 - Identify the opportunity cost in a consumer decision.
- 2-E1.0.2 - Identify businesses in the local community.
- 2-E1.0.3 - Describe how businesses in the local community meet economic wants of consumers.
- 2-E1.0.4 - Describe the natural, human, and capital resources needed for production of a good or service in a community.
- 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.

Third Grade:

H3 - History of Michigan (Through Statehood)

- 3-H3.0.1 - Identify questions historians ask in examining the past.
- 3-H3.0.2 - Explain how historians use primary and secondary sources to answer questions about the past.
- 3-H3.0.3 - Describe the causal relationship between three events in Michigan's past.
- 3-H3.0.4 - Draw upon traditional stories of American Indians who lived in Michigan in order to make generalizations about their beliefs.
- 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.
- 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.
- 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.
- 3-H3.0.8 - Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.

Third Grade (continued):

G1 - The World in Spatial Terms

- 3-G1.0.2 - Use thematic maps to identify and describe the physical human characteristics of Michigan.

G4 - Human Systems

- 3-G4.0.2 - Describe diverse groups that have come into a region of Michigan and reasons why they came.

Fourth Grade:

G1 - The World in Spatial Terms

- 4-G1.0.4 - Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.
- 4-G1.0.5 - Use maps to describe elevation, climate, and patterns of population density in the United States.

G4 - Human Systems

- 4-G4.0.1 - Use a case study or story about migration within or to the United States to identify push and pull factors.
- 4-G4.0.2 - Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.

E1 - Market Economy

- 4-E1.0.3 - Describe how positive and negative incentives influence behavior in a market economy.
- 4-E1.0.4 - Explain how price affects decisions about purchasing goods and services.
- 4-E1.0.6 - Explain how competition among buyers results in higher prices and competition among sellers results in lower prices.
- 4-E1.0.7 - Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.

Fifth Grade:

U1.1 - American Indian Life in the Americas

- 5-U1.1.3 - Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.

U1.2 - European Exploration

- 5-U1.2.1 - Explain the technological and political developments that made sea exploration possible.
- 5-U1.2.2 - Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas.

U1.4 - Three World Interactions

- 5-U1.4.2 - Use primary and secondary sources to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.
- 5-U1.4.3 - Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.