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Lesson Guide and Applicable Michigan Social Studies Standards and Content Expectations for 2nd and 3rd Grades

FLUSHING, MICHIGAN: TRAIN DEPOT (1890)

This *TimeShift* episode takes students on a virtual field trip to a mid-Michigan train station at the end of the 19th century. The railroad tracks laid across this area would contribute greatly to the economic, population, and cultural growth of Michigan.

The *TimeShift* begins with the settlement of the Saginaw Valley Area following the treaties with the Indigenous Peoples that opened up land for purchase. With large amounts of fertile land and nearby rivers that fed into the Great Lakes, people flowed into the state. Michigan gained statehood in 1837.

Viewers are introduced to Ms. Cornelia Moots, a Flushing native, who pushed for women's rights and promoted progressive socio-political ideas. She left Flushing to continue her efforts across Michigan and beyond. In 1898, she comforted injured soldiers in the Philippines during the Spanish-American War.

Flushing was forever changed when Joe Gage missed his train out of town. The son of formerly enslaved parents, Joe was a man of many talents, and has a story unlike that of any other. He came to Flushing one Friday night to compete in a boxing match, and stayed a lifetime. He was Flushing's first resident of color, and would serve the city and its residents in numerous ways.

Applicable Social Studies Standards

- *Living and Working Together*
- *Michigan History*
- *Market Economy*
- *Purposes of Government*
- *The World in Spatial Terms*
- *Places and Regions*
- *Human Systems*
- *Environment and Society*

HISTORY

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 – H2.0.3 Explain how individuals and groups have made significant historical changes.

2 – H2.0.4 Describe changes in the local community over time.

2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources.

H3 The History of Michigan (Through Statehood)

3 – H3.0.1 Identify questions historians ask in examining the past in Michigan.

3 – H3.0.2 Explain how historians use primary and secondary sources to answer questions about the past.

3 – H3.0.9 Describe how Michigan attained statehood.

3 – H3.0.10 Create a timeline to sequence and describe major eras and events in early Michigan history.

ECONOMICS

E1 Market Economy

2 – E1.0.3 Describe the natural, human, and capital resources needed for production of a good or service in a community.

3 – E1.0.2 Identify incentives that influence economic decisions people make in Michigan

3 – E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION

P3.1 Identifying and Analyzing Public Issues

3 – P3.1.1 Identify public issues in the local community that influence people's daily lives.

GEOGRAPHY

G1 The World in Spatial Terms

2 – 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.

3 – G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment.

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

G2 Places and Regions

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

G4 Human Systems

2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within

3 – G4.0.2 Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).

G5 Environment and Society

3 – G5.0.1 Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.