

PROJECT TITLE: The General Store: Where, When, and Why?	
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CLASSROOM PRACTICE

Teaching Thesis & Guiding Questions:

General Stores were established in the 18th century as the center of the town. It was often the first business to open in many new towns. The store served as the center for trade, communication, and transportation routes. The General Store is only familiar to students in old movies, television programs, photographs and on country roads. In these lessons, students will be able to use their prerequisite skills to investigate the General Store of the mid 1800's. Students will combine the strands of historical standard of chronological thinking with historical comprehension as they compare what they know about current stores to what they learn through the use of primary source materials about the past. Students will explore photographs, ledger pages, letters, and broadsides as they find clues about the past. The lessons will explore the global purchase of goods not produced in our country and how goods and services were bartered (traded) for necessary items at the General Store. By providing students with these hands-on experiences, they will have a better understanding of life in the time of the mid 1800's, when their ancestors might have shopped at the General Store.

- What role did the General Store owner have in small communities during the mid 1800's?
- What role did the General Store play in the community?
- How did the correct location assist in the success of the General Store?
- How did the owner of the store get items for his store?
- Are the items that were sold at the General Store in the 1800's the same as items that we would find at a Wal-Mart today? What items are alike and what items are different?
- How have stores changed from 1850 to the present?

Significance & Relevance:

- **Selected State & National Standards –**

History

- 2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.

Economics

- 2.8 The student will distinguish between the use of barter and the use of money in the exchange for goods and services.
- 2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

Geography

- 2.5 The student will develop map skills by
 - a) locating the equator, the seven continents, and the five oceans on maps and globes;

OAH Historical Inquiry Skills –

Chronological Thinking:

- 1. Students will distinguish between the role of the general store from the 1800's and department store of today.

Historical Comprehension:

- 1. Students will create a letter to the President after reading Mr. Lincoln's Whiskers and understanding the impact the letter of a small child had on President-Elect Lincoln.
- 2. Students will create a grocery list based on inventories and ledgers from a General Store in the mid 1800's.
- 3. The students will create a visual representation of a General Store after viewing illustrations and photographs from the past.

Historical Research Capabilities:

- 1. Students will explore ledgers, photographs, inventories to formulate questions for further investigation.

Suggested Grade Level and Length of Activities

- 2nd Grade
- 2-60 minute sessions
- Students will use a Student Learning Packet to experience 6 learning centers

Lesson Objectives –

- a. The students will be able to compare the interior and exterior of General Stores from the past with stores from the present.
- b. The students will be able to create a letter to the President
- c. The students will be able to explore items that were imported to the General Store and locate the country/continent from which they came.
- d. The students will be able to create a broadside for advertisement of an event to place in a general store.
- e. The students will be able to create a grocery list with a maximum of \$2.00 from a Primary Source price list during the 1800's.
- f. The students will be able to barter/trade items that would be found in a general store in the 1800's.
- g. The students will be able to create a code for pricing items found in the General Store.
- h. The students will create a map with a map legend to include a General Store.

Lesson Plans or Instructional Activities –

This kit contains 6 hands-on learning centers that students will investigate over a two day time period. Each day begins with an introduction and ends with a conclusion activity. The kit contains a **Student Learning Packet**, a **Teacher Resource File**, and **Learning Cards and Directions** for each center.

Center 1: A Letter to the President- The role of the General Store as Post Office Students will create a letter to the President.

Center 2: Fill the Shelves- Items found at the General Store
Students will use a picture walk of primary and secondary sources to fill their store with items.

Center 3: Where Did it Come From? - Imported Items at the General Store
Students will explore items found in ledgers that were not produced in the United States and discover which country or continent they originated.

Center 4: Create a Broadside- The role of the General Store for communication
Students will create a broadside to advertise an upcoming event.

Center 5: How Much Can I Buy? - The price of items in the General Store
Student will create a list of items to purchase in the General Store using a primary source price list from 1861. Students will practice price coding items and then create price codes of their own.

Center 6: Where Can I Find the General Store? - The importance of the store location
Students will create a map to include the location of the General Store.

Related Materials & Resources

Lesson Plans

Center 1: A Letter to the President
Center 2: Fill the Shelves
Center 3: Where Did it Come From?
Center 4: Create a Broadside
Center 5: How Much Can I Buy?
Center 6: Where Can I Find the General Store?

Teacher Resource Packet

Learning Cards and Center Directions for each center (The 6 cards are created in one power point document. They can be copied and placed at each center or introduced with a projector and screen.)
Introduction Lesson for Day 1 Photographs
Introduction Lesson for Day 2 Barter and Trade Cards (Only 1 set of cards will be needed for the class activity)
Conclusion Activity Power Point

General Store Student Learning Packet

(The packet can be copied as one document)

Then and Now Introduction Activity

Center 1- Primary Source Picture of Lincoln Berry Store Post Office

Center 1- Primary Source Letter to Abraham Lincoln from Grace Bedell

Center 1 Worksheet- Letter to the President

Center 2- Fill the Shelves- Primary Source Pictures of the Lincoln Berry Store shelves

Center 3- Where Did it Come From? Worksheet

Center 3- World Map

Center 3- Primary Source- Stony Point Ledger Page

Center 4- Primary Source- Broadside from the 1860's

Center 4- Create Your Own Broadside Activity Sheet

Center 5- Primary Source- Price List from Madison, Wisconsin 1861

Center 5- A List for the General Store Worksheet

Center 5- What is the Real Price? Worksheet

Center 6- Where Can I Find the General Store? Worksheet

Summative Assessment- Journal Entry

Introduction Activity for Day 1: Then and Now

- Primary Source: Outside the store (located in Teacher Resource Packet)
<http://www.brandnamecooking.com/articles-groceryshopping/generalstores.html>
- Primary Source: Inside the general store (located in Teacher Resource Packet)
<http://www.brandnamecooking.com/articles-groceryshopping/generalstores.html>
- Then and Now Outside Worksheet (located in Student Learning Packet)
- Then and Now Inside Worksheet (located in Student Learning Packet)

Introduction Activity for Day 2: Barter and Trade

- Barter/Trade Cards (located in Teacher Resource Packet)
- Yarn

Center 1: A Letter to the President

- Primary Source Letter from Grace Bedell to Lincoln in 1860-<http://gracebedellfoundation.org/> (located in the Student Learning Packet)
- Mr. Lincoln's Whiskers by Karen Winnick
- Grace's Letter to Lincoln by Peter and Connie Roop (optional)
- Primary Source : General Store Post Office-
http://www.galenfrysinger.com/new_salem_lincolns_store.htm (located in the Student Learning Packet)
- Transcription Letter
<http://showcase.netins.net/web/creative/lincoln/speeches/gracebedell.html>

- (located in the Student Learning Packet)
- A Letter to the President Worksheet (located in the Student Learning Packet)
- Pencils

Center 2: Fill the Shelves

- Primary Source Pictures: First Berry Lincoln Store, Second Berry-Lincoln Store:
http://www.galenfrysinger.com/new_salem_lincolns_store.htm
(located in the Student Learning Packet)
- Going to Town by Laura Ingles Wilder :Harper Collins Publishers, 1932
- The General Store by Bobbie Kalman: Crabtree Publishing Company, 1997
- Drawing Paper
- Crayons and pencils

Center 3: Where Did It Come From?

- Where Did It Come From? (located in the Student Learning Packet)
- Continent Map (located in the Student Learning Packet)
- Primary Source Stony Point Ledger Activity (located in the Student Learning Packet)
- Crayons and pencils
- Glue or Glue stick

Center 4: Create a Broadside

- Design a Broadside for the General Store Worksheet (located in the Student Learning Packet)
The following broadsides are all located in the Student Learning Packet:
- **People's picnic and grand excursion to Highland Grove, Friday, July 18th, 1862:** Credit Line: Library of Congress, Rare Book and Special Collections Division.
- **DIGITAL ID**
rbpe 06901700 <http://hdl.loc.gov/loc.rbc/rbpe.06901700>
- **Persons' new price list. Store, 1137 Washington Street 1861:** Credit Line: Credit Line: Library of Congress, Rare Book and Special Collections Division.
- **DIGITAL ID**
rbpe 06803000 <http://hdl.loc.gov/loc.rbc/rbpe.06803000>
- **The Murder of Abraham Lincoln:** Credit Line: Library of Congress, Prints and Photographs Division [reproduction number, e.g., LC-USZ62-110212]
- **DIGITAL ID**
rbpe 00000800 <http://hdl.loc.gov/loc.rbc/rbpe.00000800>
- Additional Broadside can be obtained at:
An American Time Capsule- Three Centuries of Broadside and Other Printed Ephemera
<http://memory.loc.gov/ammem/rbpehtml/>
- Pencils, crayons and markers

Center 5: How Much Can I Buy?

- A List for the General Store Worksheet (located in the Student Learning Packet)
- Primary Source: Madison Wisconsin 1861: Weekly Wisconsin Patriot February 9, 1891 (p.7) (located in the Student Learning Packet)
- Pencils
- Calculators
- What is the Real Price? Worksheet (located in the Student Learning Packet)

Center 6: Where Can I Find the General Store?

- Where Can I Find the General Store? Worksheet (located in the Student Learning Packet)
- Drawing Paper
- Crayons/Pencils

Conclusion Activity for Day 1: Stony Point Ledger Activity PowerPoint

(located in the Teacher Learning Packet)

Conclusion Activity for Day 2: General Store Conclusion PowerPoint

(located in the Teacher Learning Packet)

Grading Assessments with answer keys and/or rubric

- **Summative assessment is located in the Student Learning Packet**
- **Answer Key is located in the Teacher Resource Packet**

Annotated Instructional Bibliography

Collins, C. S., Eriksson, C. W., Maze, D., & Williams, G. (1996). The General Store. *The World of Little House* (pp. 17-20). New York: Scholastic Inc.

This book explores the life of Laura Ingalls Wilder. During the chapter on the General Store, Pa takes the whole family to town to visit the general store in Pepin, Wisconsin. This is Laura's first visit to a store. The chapter describes all of the goods that Laura saw in the store and how Pa needed to trade fur for the goods that he selected. The chapter concludes with a description of why General Stores declined due to the introduction of mail order catalogues.

Kalman, B. (1981). *Early Stores and Markets*. Toronto: Crabtree Publishing Co.

The book covers trading from the time settlers arrived in the New World to the arrival of

department and grocery stores. A large portion of the book is dedicated to the role of the General Store in the 1800's.

Kalman, B. (1997). *The General Store*. New York: Crabtree Publishing Co.

This book details the features of the General Store in the 1800's. It highlights the many roles of the storeowner and the many communication advantages that the store provided. The book provides an extensive glossary and many pictures and primary source illustrations.

Lay, K. (2000). *The Architecture of Jefferson County*. Digital Media Lab: University of Virginia

The CD-ROM is a collection of building in Albemarle County and Charlottesville, Virginia. The disk contains a large selection of photographs displaying General Stores.

Roop, C. & Roop, P. (1998). *Grace's Letter to Lincoln*. New York: Scholastic.

This easy to read novel is a good read aloud text for young students. It tells the story of a young girl who writes a letter to President-Elect Lincoln suggesting he grow whiskers to make him more favorable with the voters. The text explores the election of Lincoln, the issues of slavery and the beginning of the Civil War.

Wilder, L. I., & Graef, R. (1995). *Going to Town*. New York: HarperCollins.

This picture book is a very easy read for first-second graders. The story tells about the first trip that Laura Ingalls Wilder made to a general store and the excitement that she felt. The illustrations are beautiful and provide a wonderful visual representation of the inside of a general store.

Winnick, K. B. (1996). *Mr. Lincoln's Whiskers*. Honesdale, PA.: Boyds Mills Press.

The book tells the story of Grade Bedell and the letter that she writes to President-Elect Abraham Lincoln. The book includes the primary source copy of the letter to Lincoln and the return letter to Miss Bedell from Lincoln.

10. Technology -

- Most of the primary sources in the kit can be found on-line at the sites provided. The illustration details would be more visible if projected on a screen or Smart board.
- Items from Center 3-Where Did It Come From?-Worksheet could be easily turned into a Smart board game with a world map.
- In Center 1, students can write a letter to President Obama on-line at <http://www.whitehouse.gov/contact/>
- Students can play checkers online with the computer at http://www.learn4good.com/games/board/checkers_board_online.htm
- An additional Primary Source ledger Power Point activity is located in the Teacher Resource Packet that can be used as extension activity on the computer or with a Smart Board or projector.

11. Modifications, Differentiation, and Extensions

- Students will be placed in groups of 2-3 for each center. Students of varying abilities are best paired to assist each other as needed.
- In Center 1, students can write a letter to President Obama on-line at <http://www.whitehouse.gov/contact/>
- Students can visit a local General Store/Museum and compare what they see today to what they have learned.
- Students can create a diorama of the interior and exterior of a General Store
- To extend the Day 2 Introduction Activity, students can each bring in items from home that are no longer wanted to play the barter/trade game instead of using the cards.
- Students can play checkers at a center when center activities are complete. A round table with a small quilt would replicate the checker board used in a General Store.