

Title: A Day at the General Store

Key Words: General Store, trade, barter, broadside, import, transport

Grade Level: 2nd Grade

Time Allotted: 2 60 minute sessions

Lesson Overview	The students will explore 6 learning centers to experience life at the General Store during the mid 1800's. After rotating through the centers, students will join together to share their experiences and materials with the rest of the group.
Guiding Question(s)	1. What role did the General Store owner have in small communities during the mid 1800's? 2. What role did the General Store play in the community? 3. How did the correct location assist in the success of the General Store? 4. How did the owner of the store get items for his store? 5. 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? 6. How have stores changed from 1850 to the present?

Learning Objectives

- The students will be able to compare the interior and exterior of general stores from the past with stores from the present.
- The students will be able to create a letter to the president
- The students will be able to explore items that were imported to the general store and locate the country/continent from which they came.
- The students will be able to create a broadside for advertisement of an event to place in a general store.
- The students will be able to complete a grocery list with a maximum of \$2.00 from a Primary Source price list during the 1800's.
- The students will be able to barter/trade items that would be found in a general store in the 1800's.
- The students will be able to create a map to demonstrate the important location of a General Store in the mid1800's.

Standards of Learning

History

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

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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;
- 2.6 The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.

OAH Historical Skills Taught:

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 be able to create a grocery list based on inventories and ledgers from a General Store in the mid 1800's.
- 3. The students will be able to 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.

Assessment Tool(s) – Students will complete a journal entry on what was learned about the general store in the 1800's.

Journal entry is located in the Student Learning Packet and the Answer Key is located in the Teacher Resource Packet

Materials/Resources

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 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.

- **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 by the teacher 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)

Stony Point Ledger Power Point Activity

Conclusion Activity Power Point

Answer Key for Final Assessment

- **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: The Role of the General Store as a Post Office

Students will create 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: Items found at the General Store

Students will use a picture walk of primary and secondary sources to fill their store with items.

- 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?: 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.

- 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: The Role of the General Store for Communication

Students will create a broadside to advertise an upcoming event

- 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?: 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.

- 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?: The Importance of the Store Location

Students will create a map to include the location of the General Store

- Where Can I Find the General Store? Worksheet (located in the Student Learning Packet)
- Drawing Paper
- Crayons/Pencils
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Conclusion Activity for Day 1: Stony Point Ledger PowerPoint Activity (located in the Teacher Learning Packet)

Conclusion Activity for Day 2: General Store Conclusion PowerPoint (located in the Teacher Learning Packet)

(List of Annotated Primary Sources [embed or attach if possible] and Additional Materials – Teacher Guides, PPT, question frames, class worksheets/assessments, answer keys, etc)

Include documents as part of the lesson plan folder

Make sure documents and primary sources are clearly labeled/identified.

Modifications (to meet needs of diverse learners)

- Students may also read Grace's Letter to Lincoln by Peter and Connie Roop. This is a easy chapter book that tells the same story with more detail for advanced learners. It would also make a great read aloud at the conclusion of the unit.
- Students can write a letter to President Obama on-line at <http://www.whitehouse.gov/contact/>
- Ask fellow teachers and friends to collect grocery store receipts. Have the students explore the receipts and write a paragraph to explain the needs and wants of the family based on the purchases on the receipt. Explore the similarities and differences in the needs and wants today with those of the past by exploring family ledger pages of the mid 1800's.

Instructional Procedures/Process

This kit is a hands-on experience of 6 centers over a **two day** period. Each day begins with an Introduction Activity, followed by three learning centers, and ends with a Conclusion Activity. Centers 1-3 will be explored on Day 1 and centers 4-6 on Day 2. Students will begin at an assigned center and may move to another center when complete. All students may not have time to explore all three centers each day. All center materials for the students in located in the **Student Learning Packet**. This packet has been created as one document of 17 pages and can be copied as a single document. **Learning**

Cards and Center Directions have been created for each center. They can be found in the **Teacher Resource Packet**. They are also created in one document and can be copied as a single document. These direction can be placed in the center for the students to read or can be introduced by the teacher with the use of an overhead or projector. The cards give students background information on each center and remind the students about the objectives of the activity. The **Teacher Resource Packet** contains materials needed for the introduction and conclusion activity each day, and the Answer Key for the Summative Evaluation.

Introduction Activity for Day 1:

1. Students will each be given a **General Store Learning Packet**. Have the students place their name on the Learning Packet. This packet contains most of the material that the students will need for the Center Activities. Additional materials are noted under the material section of each center. Explain to the students that they are going to explore a General Store from the same time that Abraham Lincoln lived. They will be learning about the building, the items in the building, where the building was located, how the building was used, and how the items got to the building. The picture on the front of the packet was a General Store in Alberene, Virginia build in the mid 1800's.
2. Pictures for the Then and Now Introduction Activity can be reproduced on a printer and placed for all students to see or projected on a screen or Smart Board. The images can be found in the **Teacher Resource Packet**. Begin with the outside of the General Store.
3. Student will view the pictures and use the matching page in their Student Learning Packet. Ask students the following questions and guide them through the activity. Student can write the responses on their own, in groups, or as a whole group as the teacher also complete the activity on the board.

Questions to ask during Introduction Activity:

What things do you notice about the two pictures?

Have you ever seen a General Store that looks like the picture from the past?

Are there still General Stores today?

How are a Wal-Mart and a General Store the same?

How are a Wal-Mart and a General Store different?

What are some things that you notice about the outside of the General Store from the past? (record answers)

Possible answers:

Looks like a house

Made of wood

Transportation is a horse and wagon

Dirt road

No parking lot

No bright signs

Lots of windows in the front

Had a front porch

What are some things that you notice about the Wal-Mart store from the outside? (record answers)

Possible answers:

Cars used for transportation

Parking lot

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Bright signs
Bright colors
Bigger building

Can you think of any things that are the same about the 2 stores?

Possible answers:

Both building
Both sell things
Both have transportation

4. Repeat the same activity with the inside picture of the General Store. These pictures are located in the **Teacher Resource Packet**.

What are some things that you notice about the inside of the General Store from the past?
(record answers)

Possible Answers:

Shelves not organized
Dark Inside
Items hanging from the ceiling
Items in barrels
No bright signs
Had to bring your own bags and baskets
Used candles and lanterns for lights
Not as much of each item
Looked dirty

What are some things that you notice about the Wal-Mart store from the inside?
(record answers)

Possible answers:

Bright signs
Clean floors
Lots of the same item
Shelves organized
Meat department
Signs hanging from the ceiling
Has carts to carry items
Has cash registers in the front

5. Have students turn the pages in their **Student Resource Packet** to look at the materials for Centers 1-3. Teachers can use **Learning Card and Center Directions** found in the **Teacher Resource Packet** to introduce and explain materials. After explaining each center, assign each student to their first center. As students complete their first center, they may begin a second since they will have all of the materials needed. The teacher will be free during this time to visit each center to check on progress and ask questions to check for learning. Questions are provided for each center.

Center 1: A Letter to the President

Learning Card – (can be read to students, introduced on an overheard projection, put at each center for students to read)

Long ago mail may not have come to your house or a post office. Many times if you lived in a small town, the mail would be delivered to the General Store. You would visit the store each week to get your supplies and mail. The store owner was also the postmaster. There were wooden cubbies for each family in the town. Look at the picture of the wood cubbies. This is a picture of **Wooden Cubbies at the Berry Lincoln Store** that had a post office. In 1860, a little girl named Grace Bedell wrote a letter to Mr. Lincoln who was running for president suggesting that he grow whiskers. Mr. Lincoln wrote back to Grace and grew whiskers on his face. There is a copy of the letter in your Student Learning Packet. Think about what you would like to ask or suggest to the President today. Use the **Write a Letter to the President** paper in your Student Learning Packet to write a letter to the President. When you are finished, you may read Mr. Lincoln's Whiskers by Karen Winnick or Grace's Letter to Lincoln by Peter and Connie Roop.

Questions to ask while visiting the station:

Why do you think Grace wanted to write to Mr. Lincoln?

How do we know that she really wrote the letter?

What are some things that you could share with our current president?

If you lived in a small town, where would you get your mail?

Why didn't they have post offices in small towns?

Why was the General Store a good place to have a post office?

Center 2: Fill the Shelves

Learning Card – (can be read to students, introduced on an overheard projection, put at each center for students to read)

Long ago going to the store was a very special occasion. It was hard to travel and many times only the father would make the journey. Pretend that you are going to the General Store in your town for the first time. While you are there, you are going to look at every item to see if you can remember what you saw. You will be drawing and labeling every item that you saw at the store so that you can share it with your younger brothers and sisters at home. Since we can't really visit a store from the past, we have pictures and books to help us know what it must have looked like. Take a look at the **Pictures of Mr. Lincoln's Store** before he was president. There are also 2 books that have lots of great pictures and descriptions: The General Store by Bobbie Kalman and Going to Town by Laura Ingalls Wilder. Use your space wisely, remember not everything was on a shelf!

Questions to ask while visiting the station:

Why do you think it was so exciting to visit the General Store?

What are some items that you think you might see there?

Are there some items that look just like items that we would buy today?

Are there some items that you do not know what they are?

Center 3: Where Did it Come From?

Learning Card – (can be read to students, introduced on an overheard projection, put at each center for students to read)

Long ago, many of the items that were found in the General Store were made or grown from someone in the town. A couple of times a year the store owner would travel to a larger city to get new items for the store. Some of the items came from places other than the United States. People were very excited to see these items in the store. We know that these items were in the stores from the ledgers that were kept every day at the store. A ledger is a record book. The store owner would write down everything that someone bought and the price that was paid for each item. A ledger is a great record of history. Cut out the items from the **Where Did it Come From?** worksheet. Use the **World Map** to place the items on the correct continent or country. On the bottom of your worksheet, write a sentence about how you think the items got to the General Store in 1865. Next look at the **Ledger Sheets from Stony Point General Store**. See if you can find any of the items that were in your pictures.

Questions to ask when visiting the station:

What items do think people made or grew at their home?
What items would they have imported from another country?
Do we still get any of those items from other countries today?
Do we make or grow any of those items in our country today?
In 1865, how did items from other countries get to the General Store?
What is a ledger?
Why did they have to write everything in the ledger?
Do you think the ledger is hard to read?

Closure Activity for Day 1:

1. Students will gather together to share center activities. Based on the 60 minute session, not all students will have the time to visit each center. By allowing a few minutes of time to share their learning, all students will have the opportunity to have exposure to each center and see a final product. This is also a time to check for learning for those who completed activities.

Questions:

What did you learn about a General Store in the 1800's?
What did you share with our current President in your letter?
How are a General Store from the 1800's and a store today alike?
How are a General Store from the 1800's and a store today different?
What items were not produced in our country and needed to be imported?
How we know what items were sold in a General Store?
What items could you find in a General Store?
Why was a General Store important in the 1800's?
What things could you do at the General Store?
How could you purchase things from the General Store if you didn't have any money?
What jobs did the owner of the General Store have? Do you think the manager of Wal-Mart has the same jobs?
How have stores changed?

2. If time allows, students may view the Stony Point Ledger Power Point Activity located in the **Teacher Resource Packet**. This activity is a Power Point generated activity that allows all students to see examples of ledger recording, imported items, pricing of items, and examples of credit.

Day 2

Introduction Activity for Day 2: Barter and Trade

(Cards for this center can be found in the Teacher Learning Packet)

1. Read the following to the students:
Long ago, families grew their own food and made most of their household items and clothes. When families needed something that they could not make or grow, they made a visit to the General Store. Since most families did not have a lot of money, they would bring items to trade with the store owner. The store owner could then sell the items at the store or at the city market for new store items. This transfer of goods and services without the use of money is called barter.
2. This activity will involve all of the students at the same time. The student will use the cards to simulate a General Store barter session. 28 cards have been created and each card is numbered. Use the same amount of cards as students, making sure that the cards are handed out in the correct order. The last card can be changed to say *I will trade it to the store owner for boots*. Changing the last card will allow the game to end in a complete circle.
3. The students will each take a card. The game can be played seated or standing in a circle. Students should not stand in numbered order. If the students will be standing, it is easy for the cards to be placed around their neck on yarn. This will allow their hands to be free. The card will have two items: one to trade and one that is needed.
4. One student will begin by reading their card. They will state what they have to trade and what they need. They will toss the ball of yarn to the student who has what they need. The game continues until all items have been traded. Students will realize that items that they do not need or have too much of are often needed by others. Explain to the students that the store owner can give the customer money for their items, credit their account, or another item in trade.
5. Introduce student to the 3 centers for the day by use of the overhead projection or reading the **Learning Card and Directions** to the students. Assign students to the 3 centers.

Center 4: Create a Broadside

Learning Card – (can be read to students, introduced on an overheard projection, put at each center for students to read)

Long ago we didn't have televisions and radios to let people know what was going on in their town. If someone needed something or wanted to let people know about a special event, they would create a **Broadside**. A broadside is a form of communication posted in a public place. It was printed on one side of the page and looked like a poster. They were usually easy and quick to read and stood out so that they would get your attention. Look at the samples of broadsides at your center. These are examples of broadsides that you might find at the General Store in your town. Use the **Design a Broadside** worksheet to create a broadside of an event that will take place in your school or neighborhood. Make sure to make it easy to read, neat, and appealing to the eye! When you are finished, ask your neighbor to check it for you.

Questions to ask while visiting the station:

What is a broadside?

Why were broadsides needed?

Who would need to put up a broadside?

Why was the General Store a good place to put up a broadside?

Center 5: How Much Can I Buy?

Learning Card – (can be read to students, introduced on an overheard projection, put at each center for students to read)

- a. Prices of items at the General Store seem very inexpensive to us today. But in 1800's, families must choose items very carefully. If you had \$2.00 to spend at the General Store, what would you select? Use the **Price List from Madison, Wisconsin: 1861** to select your items and then list the items that you would need for your family on **A List for the General Store** worksheet and see how close to \$2.00 you can get.

- b. When the store owner got in new items for the store, he would need to put a price on the store. He did not always want the customer to know the price of the item, so he would use a code. Different store owners would use different codes so that the customers could not figure them out. Take a look at the **What is the Real Price?** worksheet. Using the code My Red Wagon, see if you can figure out each price. When you finish, turn your paper over and draw some items that you might find in the General Store and give them a price with a code. Trade your paper with a friend to see if they can crack your code.

Questions to ask while visiting the station:

What do you notice about the pricing?

Is \$2.00 enough to get the items that you need?

Are there any items missing from the list that you would find at the grocery store?

Why do you think store owners used codes on their items?

Do you think that customers figured out the codes?

Why do you think that a storeowner would need to change the price of an item?

Center 6: Where Can I Find the General Store?

Learning Card – (can be read to students, introduced on an overheard projection, put at each center for students to read)

The General Store was often located near a waterway, railroad, or a main road or intersection. This allowed the store owner to transport goods to and from the store. The location of the store was very important. Using the **Where Can I Find the General Store?** Worksheet, create a town map with a good location for the General Store. Make sure you use the map legend and include a compass rose. On the back of your paper, write a good sentence that describes why the location of your store was a good choice.

Questions to ask while visiting the station:

Where is a good place to build a General Store?

Why does a General Store need to be near a waterway?

How would a railroad help a General Store?

Why was the location of the General Store so important to the town?

Why was the location of the General Store so important to the store owner?

Closure Activity for Day 2:

1. Gather students and allow time to share center creations for Day 2.
2. Share the General Store Power Point Closure Activity. The Power Point is located in the **Teacher Resource Packet**. This Power Point is a review activity for each center. It will ask the student a question and the following slide will present the answer. This will allow students to check their answers.
3. Ask students to turn to the last page of their **Student Learning Packet**. Read the directions to the students and allow time for questions. Remind the students to remember everything that they learned, what they saw, what they read, and what they remembered while others were sharing. Ask the students to complete a journal entry about their trip to the General Store in the 1800's. (examples of responses are located in the **Teacher Resource Packet**). If time allows, students may share their journal entries with a partner, small group, or the class.