CURRICULUM CONNECTIONS

Moving Away, Settling In
(http://www.thehenryford.org/education/ResourceBankDetail.aspx?resourceID=446)

Self-guided itinerary. Focus on U.S. migration from rural to urban life from 1800-1900. Enrich your field trip experience with these new "for the teachers, by the teachers" itineraries created by the Henry Ford 2009 Teacher Fellows.

Michigan Social Studies Grade Level Content Expectations

Grade 3

H3.0.1	Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)
H3.0.2	Explain how historians use primary and secondary sources to answer questions about the past.
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 (pre-statehood).
H3.0.8	Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
G1.0.2	Use thematic maps to identify and describe the physical and human characteristics of Michigan.
G2.0.1	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.
G2.0.2	Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).
G4.0.1	Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, and dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities.
G4.0.2	Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).
G4.0.3	Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements.
G5.0.1	Locate natural resources in Michigan and explain the consequences of their use.
G5.0.2	Describe how people adapt to, use, and modify the natural resources of Michigan.
E1.0.3	Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).

E1.0.4   Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.

E1.0.5   Explain the role of business development in Michigan's economic future.

Grade 4

H3.0.1   Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present.
  ▫ What happened?
  ▫ When did it happen?
  ▫ Who was involved?
  ▫ How and why did it happen?
  ▫ How does it relate to other events or issues in the past, in the present, or in the future?
  ▫ What is its significance?

H3.0.2   Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.

H3.0.3   Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities.

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 (e.g., 1837 1900, 1900-1950, 1950-2000).

H3.0.5   Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past.

G1.0.2   Use cardinal and intermediate directions to describe the relative location of significant places in the United States.

G1.0.3   Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).

G1.0.4   Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.

G2.0.1   Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).

G2.0.2   Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.

G4.0.1   Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.

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 (e.g., forms of shelter, language, food).

E1.0.5   Explain how specialization and division of labor increase productivity (e.g., assembly line).

E2.0.1   Explain how changes in the United States economy impact levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition).

Michigan English Language Arts Grade Level Content Expectations

Grade 3

R.NT.03.01 Explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit.

R.CM.03.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.03.02 Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

R.CM.03.03 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

R.CM.03.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.

W.GN.03.01 Write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions and thoughts that reveal important character traits.

W.GN.03.03 Write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.

W.GN.03.04 Use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.

S.DS.03.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

S.DS.03.04 Plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect.

Grade 4

R.NT.04.01 Describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.

R.CM.04.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.04.02 Retell through concise summarization grade-level narrative and informational text.

R.CM.04.03 Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

R.CM.04.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.

W.GN.04.01 Write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.

W.GN.04.03 Write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features.

W.GN.04.04	Use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.
S.DS.04.01	Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
S.DS.04.04	Plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.

Grade 5

R.NT.05.01	Analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural, and contemporary literature recognized for quality and literary merit.
R.CM.05.01	Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
R.CM.05.02	Retell through concise summarization grade-level narrative and informational text.
R.CM.05.03	Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
R.CM.05.04	Apply significant knowledge from grade-level science, social studies, and mathematics texts.
W.GN.05.01	Write a cohesive narrative piece such as a mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles and functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions.
W.GN.05.03	Write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.
W.GN.05.04	Use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis.
S.DS.05.01	Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
S.DS.05.04	Plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning.

Michigan Science Grade Level Content Expectations

Grade 5

S.IP.05.11	Generate scientific questions based on observations, investigations, and research.
S.IP.05.16	Identify patterns in data.
S.IA.05.13	Communicate and defend findings of observations and investigations using evidence.
S.IA.05.15	Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.

S.RS.05.11	Evaluate the strengths and weaknesses of claims, arguments, and data.
S.RS.05.15	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
S.RS.05.16	Design solutions to problems using technology.
S.RS.05.19	Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.