



America's Greatest History Attraction

CURRICULUM CONNECTIONS

Toys Online Exhibit

(<http://www.thehenryford.org/exhibits/toys/>)

Online Exhibit. Explore the toys, games and dolls children played with in the past and what parents did – or didn't – consider important about their children's playthings. See how advances in technology changed toys.

Michigan Social Studies Grade Level Content Expectations

Kindergarten

- H2.0.1** Distinguish among yesterday, today, tomorrow.
- H2.0.4** Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).
- R.NT.00.03** discuss setting, characters, and events in narrative text.
- R.NT.00.04** identify how authors/illustrators use literary devices including pictures and illustrations to support the understanding of settings and characters.
- R.CM.00.01** begin to make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.
- W.GN.00.01** write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support.

Grade 1

- H2.0.5** Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.
- H2.0.6** Compare life today with life in the past using the criteria of family, school, jobs, or communication.
- R.NT.01.04** identify how authors/ illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story.
- R.CM.01.01** make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.
- W.GN.01.01** write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions.

Grade 2

- H2.0.3** Use an example to describe the role of the individual in creating history.
- H2.0.4** Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
- R.NT.02.03** identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.

R.CM.02.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.

Grade 3

C5.0.1 Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).

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.NT.03.03 identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

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

National Curriculum Standards for Social Studies

Strands

II Time, Continuity, and Change

IV Individual development and identity

National English Language Arts Content Standards

1 Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

3 Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4 Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

7 Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.