



CURRICULUM CONNECTIONS

Other National and Michigan Standards For Social Studies and Science

Building Stories: A Creative Writing Contest 2014-15

(<http://www.thehenryford.org/BuildingStories>)

Creative writing contest for students in grades 3-12, in which participants research historic buildings in Greenfield Village and write a story of historical fiction.
2014-15 Topic: Thomas Edison

College, Career & Civic Life (C3) Framework for Social Studies State Standards

Indicators, by Grade Level

Grades 3-5

- D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.
- D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.
- D2.His.10.3-5. Compare information provided by different historical sources about the past.
- D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
- D2.His.14.3-5. Explain probable causes and effects of events and developments.
- D2.His.16.3-5. Use evidence to develop a claim about the past.
- D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
- D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.
- D4.1.3-5. Construct arguments using claims and evidence from multiple sources.
- D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

Grades 6-8

- D2.His.1.6-8.** Analyze connections among events and developments in broader historical contexts.
- D2.His.3.6-8.** Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
- D2.His.5.6-8.** Explain how and why perspectives of people have changed over time.
- D2.His.13.6-8.** Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
- D2.His.14.6-8.** Explain multiple causes and effects of events and developments in the past.
- D2.His.15.6-8.** Evaluate the relative influence of various causes of events and developments in the past.
- D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Grades 9-12

- D2.His.1.9-12.** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.3.9-12.** Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- D2.His.5.9-12.** Analyze how historical contexts shaped and continue to shape people's perspectives.
- D2.His.11.9-12.** Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
- D2.His.14.9-12.** Analyze multiple and complex causes and effects of events in the past.
- D2.His.15.9-12.** Distinguish between long-term causes and triggering events in developing a historical argument.
- D2.His.16.9-12.** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
- D3.1.9-12.** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D4.3.9-12.** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

U.S. History Standards

ERA 6: The Development of the Industrial United States (1870-1900)

Standard 1A: The student understands the connections among industrialization, the advent of the modern corporation, and material well-being.

Grades 5-12

- Explain how organized industrial research produced technological breakthroughs, especially the Bessemer steel process, conversion to electrical power, and telephonic communication, and how these innovations transformed the economy, work processes, and domestic life.
- Evaluate the careers of prominent industrial and financial leaders.

Grades 7-12

- Explain how business leaders sought to limit competition and maximize profits in the late 19th century.

Grades 9-12

- Examine how industrialization made consumer goods more available, increased the standard of living for most Americans, and redistributed wealth.
- Compare the ascent of new industries today with those of a century ago.

Standard 3C: The student understands how new cultural movements reflected and changed American society.

Grades 5-12

- Analyze how radio, movies, newspapers, and popular magazines created mass culture.

ERA 7: The Emergence of Modern America (1890-1930)

Standard 3B: The student understands how a modern capitalist economy emerged in the 1920s.

Grades 5-12

- Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, continued to transform production, work, and daily life.

Michigan Social Studies Grade Level Content Expectations

Grade 4

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).

Grade 6

H1.2.5 Identify the role of the individual in history and the significance of one person's ideas.

H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.

Michigan Social Studies High School Content Expectations

General Social Studies Knowledge, Processes and Skills

General Knowledge

- K1.1 Know the defining characteristics of the disciplines of history and geography.
- K1.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms of history and geography.
- K1.3 Understand and analyze temporal and spatial relationships and patterns.
- K1.4 Understand historical and geographical perspectives.
- K1.5 Understand the diversity of human beings and human cultures.
- K1.6 Analyze events and circumstances from the vantage point of others.
- K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.
- K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.
- K1.9 Integrate concepts from at least two different social studies disciplines.
- K1.10 Understand significant concepts, generalizations, principles, and theories of history and geography as disciplines.

Reading and Communication

- P1.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
- P1.3 Understand that diversity of interpretation arises from frame of reference.
- P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- P1.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.

Inquiry, Research, and Analysis

- P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.
- P2.2 Read and interpret data in tables and graphs.
- P2.3 Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.
- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
- P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

Historical and Geographical Knowledge and Perspective

- Know significant periods and events in world history; social, religious, and political movements; and major historical figures who influenced such movements.
- Identify and define specific factual information, themes, movements, and general principles operating in United States history and geography to deduce meaning and comprehend patterns.

Historical and Geographical Analysis and Interpretation

- Distinguish value judgments in historical and geographical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions.

World History and Geography

- 6.1.3 Increasing Global Interconnections – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including
- the global spread of major innovations, technologies, and commodities via new global networks
- 7.1.4 Global Technology – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.

U.S. History and Geography

- 6.1.1 Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including
- organizational “revolution” (e.g., development of corporations and labor organizations)
 - economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller)
 - technological advances

Next Generation Science Standards

Cross-cutting concepts

Influence of Science, Engineering, and Technology on Society and the Natural World

Grades 3-5

- People’s needs and wants change over time, as do their demands for new and improved technologies.
- Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands.

Grades 6-8

- The uses of technologies and limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions.

Grades 9-12

- New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology.

Michigan Science Grade Level Content Expectations

Grade 3

S.RS.03.16 Identify technology used in everyday life.

S.RS.03.19 Describe how people have contributed to science throughout history and across cultures.

Grade 4

S.RS.04.16 Identify technology used in everyday life.

S.RS.04.19 Describe how people have contributed to science throughout history and across cultures.

Grade 5

S.RS.05.19 Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

Grade 6

S.RS.06.19 Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

Grade 7

S.RS.07.19 Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

Michigan Physics High School Content Expectations

P1.2k Analyze how science and society interact from a historical, political, economic, or social perspective.