



CURRICULUM CONNECTIONS

Laura's Little Town

<http://www.thehenryford.org/events/lauraslittletown.aspx>

After viewing the dramatic presentation "Laura's Little Town" and with some guidance from teachers, students should be able to:

Common Core State Standards - in English Language Arts

- Grade 3 - SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Grade 4 - SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Grade 5 - SL.5.3** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Grade 6 - SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- Grade 7 - SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Michigan Social Studies Grade Level and High School Content Expectations

Grade 8

- U4.2.3** Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny.
- U6.1.1** America at Century's End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in
- territory, including the size of the United States and land use
 - population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America
 - governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act)
 - economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers
 - the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians