



America's Greatest History Attraction

## CURRICULUM CONNECTIONS

### History Hunter: Investigating Historic Crafts and Trades at Greenfield Village

(<http://www.thehenryford.org/education/erb/HistoricCrafts&TradesHistoryHunter.pdf>)

Scavenger Hunt at Greenfield Village Explore the glass, pottery, print, and weaving shops through featured artifacts, drawing, vocabulary, and questions for writing and discussion. Includes a tip sheet for parents/teachers/chaperones.

#### Common Core State Standards

##### Grade 1

- W.1.7** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

##### Grade 2

- W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8** Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.1** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

##### Grade 3

- W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- W.3.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- 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

- W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- 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**

- W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### **Michigan Social Studies Grade Level Content Expectations**

#### **Grade 1**

- H2.0.4** Retell in sequence important ideas and details from stories about families or schools.
- 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.

#### **Grade 2**

- H2.0.4** Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).

#### **Grade 3**

- 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).

#### **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).

### **National Curriculum Standards for Social Studies**

2. Time, Continuity and Change
7. Production, Distribution and Consumption

## **21<sup>st</sup>-Century Skills**

### Critical Thinking and Problem Solving

#### Make Judgments and Decisions

- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

### Communication and Collaboration

#### Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and context