

# Connections to National and Michigan Standards and Expectations

## Michigan Grade Level Content Expectations

### Social Studies

#### 8 U4.2.1

Comparing the Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of

- transportation, including changes in transportation (steamboats and canal barges) and impact on economic markets and prices. (E1.2,1.3) (*National Geography Standard 3, p. 148*)

#### 8 U5.2.2

Make an argument to explain the reasons why the North won the Civil War by considering the

- respective advantages and disadvantages, including geographic, demographic, economic and technological. (E1.4) (*National Geography Standard 15, p. 173*)

#### 8 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

- systems of transportation (canals and railroads, including the Transcontinental Railroad) and their impact on the economy and society. (E1.4, 3.2) (*National Geography Standard 11, p. 164*)

#### 8 P3.1.1

Identify, research, analyze, discuss and defend a position on a national public policy issue.

- Identify a national public policy issue.
- Clearly state the issue as a question of public policy orally or in written form.
- Use inquiry methods to trace the origins of the issue and to acquire data about the issue.
- Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.

- Identify and apply core democratic values or constitutional principles.
- Share and discuss findings of research and issue analysis in group discussions and debates.
- Compose a persuasive essay justifying the position with a reasoned argument.
- Develop an action plan to address or inform others about the issue.

#### 8 P4.2.2

Engage in activities intended to contribute to solving a national or international problem studied.

#### 8 P4.2.3

Participate in projects to help or inform others (e.g., service learning projects).

Continued...

## English Language Arts

### W.GN.08.03

Formulate research questions that demonstrate critical evaluation of multiple resources, perspectives and arguments/counter-arguments that culminate in a presented final project using the writing process.

### S.DS.08.04

Plan, outline and deliver an informational presentation using precise and vivid language in the active voice, organizing logically to convey the message, applying persuasive on-verbal techniques and making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.

## Michigan High School Content Expectations

### World History and Geography (WHG)

#### WHG 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. (*National Geography Standard 11, p. 206*)

#### WHG 7.1.1

**Increasing Government and Political Power** – Explain the expanding role of state power in managing transportation systems, including its impact of the daily lives of their citizens. (See 7.3.2)  
(*National Geography Standard 13, p. 210*)

#### WHG 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.  
(*National Geography Standard 11, p. 206*)

## United States History and Geography (USHG)

### F2.1

Describe the major trends and transformations in American life prior to 1877, including

- changes in commerce, transportation and communication. (*National Geography Standard 11, p. 206*)

#### USHG 6.1.3

**Urbanization** – Analyze the changing urban and rural landscape by examining

- the location and expansion of major urban centers. (*National Geography Standard 12, p. 208*)
- the development of cities divided by race, ethnicity and class. (*National Geography Standard 10, p. 203*)

#### USHG 6.1.5

**A Case Study of American Industrialism** – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining

- the impact on American society.

Continued...

## USHG 8.2.2

Policy Concerning Domestic Issues – Analyze major domestic issues in the post-World War II era and the policies designed to meet the challenges by

- describing issues challenging Americans such as infrastructure and the environment.  
(*National Geography Standards 9 and 14; pp. 201 and 212*)
- evaluating policy decisions and legislative actions to meet these challenges (e.g., Federal Highways Act, 1956; E.P.A., 1970)  
(*National Geography Standards 12 and 14; pp. 208 and 212*)

## USHG 9.3.1

Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles.

- national economic policy.
- energy policy.  
(*National Geography Standard 17, p. 216*)

## Civics (C)

### C 2.2.3

Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g., the common good).

### C 2.2.5

Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specific situations.

### C 6.1.1

Identify and research various viewpoints on significant public policy issues.

### C 6.1.2

Locate, analyze and use various forms of evidence, information and sources about a significant public policy issue, including primary and secondary sources, legal documents, non-text-based information and other forms of political communication.

### C 6.1.4

Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each and proposing an action to address the issue or resolve the problem.

### C 6.1.5

Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles and fundamental values of American constitutional democracy; explain the stance or position.

## Economics (E)

### E 1.4.3

Government Revenue and Services – Analyze the ways in which local and state governments generate revenue (e.g., sales taxes) and use that revenue for public services (e.g., highways).

### E 1.4.4

Functions of Government – Explain the various functions of government in a market economy including the provision of public goods and services.

Continued...

## English Language Arts

### CE 1.3.1

Compose written, spoken and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition or cause and effect).

### CE 1.3.7

Participate collaboratively and productively in groups (e.g., response groups, discussion groups) — fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems and offering dissent courteously.

### CE 1.4.1

Identify, explore and refine topics and questions appropriate for research.

### CE 1.4.2

Develop a system for gathering, organizing, paraphrasing and summarizing information; select, evaluate, synthesize and use multiple primary and secondary (print and electronic) resources.

### CE 1.4.3

Develop and refine a position, claim, thesis or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis).

### CE 1.4.5

Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.

### CE 1.4.6

Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).

### CE 1.4.7

Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).

### CE 1.5.1

Use writing, speaking and visual expression to develop powerful, creative and critical messages.

### CE 1.5.4

Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

Continued...

Essential Questions

- 9 How do I relate to my family, my community and society?
- 9 What influence do class, religion, language and culture have on my relationships and my decisions?
- 9 What can I contribute as an individual?
- 9 What is my responsibility to society?
- 9 How do I see my beliefs reflected in government policies and by politicians?
- 10 What power do I have as an individual to make a positive change?
- 11 How can forward thinking help me make better decisions?
- 11 What are the trade-offs for technological advances?
- 12 How can I effectively articulate my opinions and perspectives?
- 12 What can I do to avoid repeating mistakes made in history?
- 12 How can I create the world I want to live in?

## National Standards in History

### for Grades 5-12

#### Era 4: Expansion and Reform (1801-1861)

##### Standard 2

How the industrial revolution, increasing immigration, the rapid expansion of slavery and the westward movement changed the lives of Americans and led toward regional tensions.

##### Standard 2A

The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.

**Therefore, the student is able to**

- Explain how the major technological developments that revolutionized land and water transportation arose and analyze how they transformed the economy, created international markets and affected the environment. [Analyze cause-and-effect relationships] (5-12)
- Explain how economic policies related to expansion, including northern dominance of locomotive transportation, served different regional interests and contributed to growing political and sectional differences. [Compare and contrast differing sets of ideas] (9-12)

#### Era 5: Civil War and Reconstruction (1850-1877)

##### Standard 2

The course and character of the Civil War and its effects on the American people.

##### Standard 2A

The student understands how the resources of the Union and Confederacy affected the course of the war. Therefore, the student is able to

- Identify the innovations in military technology and explain their impact on humans, property and the final outcome of the war. [Utilize visual and mathematical data] (5-12)

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

##### Standard 1

How the rise of corporations, heavy industry and mechanized farming transformed the American people.

##### Standard 1A

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

**Therefore, the student is able to**

- Examine how industrialization made consumer goods more available, increased the standard of living for most Americans and redistributed wealth. [Utilize quantitative data] (9-12)

Continued...

### Standard 1D

The student understands the effects of rapid industrialization on the environment and the emergence of the first conservation movement.

**Therefore, the student is able to**

- Explain how rapid industrialization, extractive mining techniques and the “gridiron” pattern of urban growth affected the scenic beauty and health of city and countryside. [Analyze multiple causation] (7-12)

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

#### Standard 3

How the United States changed from the end of World War I to the eve of the Great Depression.

#### Standard 3B

The student understands how a modern capitalist economy emerged in the 1920s.

**Therefore, the student is able to**

- 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. [Examine the influence of ideas] (5-12)

- Analyze the new business downtowns, the development of suburbs and the role of transportation in changing urban life. [Explain historical continuity and change] (9-12)

### Era 9: Postwar United States (1945 to early 1970s)

#### Standard 1

The economic boom and social transformation of postwar United States.

#### Standard 1B

The student understands how the social changes of the postwar period affected various Americans.

**Therefore, the student is able to**

- Explain the expansion of suburbanization and analyze how the “crabgrass frontier” affected American society. [Explain historical continuity and change] (9-12)

### Era 10: Contemporary United States (1968 to the present)

#### Standard 2

Economic, social and cultural developments in contemporary United States.

### Standard 2B

The student understands the new immigration and demographic shifts.

**Therefore, the student is able to**

- Explore the continuing population flow from cities to suburbs, the internal migrations from the Rustbelt to the Sunbelt, and the social and political effects of these changes. [Analyze cause-and-effect relationships] (7-12)

## National Standards for English Language Arts

- 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.
- 5 Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of 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.

# Lesson 1 Transportation of Goods and Consumption

## Content Expectations and Standards

### Michigan Grade Level Content Expectations

#### Social Studies

##### 8 U4.2.1

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- transportation, including changes in transportation (steamboats and canal barges) and impact on economic markets and prices. (E1.2,1.3) (*National Geography Standard 3, p. 148*)

##### 8 U5.2.2

Make an argument to explain the reasons why the North won the Civil War by considering the

- respective advantages and disadvantages, including geographic, demographic, economic and technological. (E1.4) (*National Geography Standard 15, p. 173*)

##### 8 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

- systems of transportation (canals and railroads, including the Transcontinental Railroad) and their impact on the economy and society. (E1.4, 3.2) (*National Geography Standard 11, p. 164*)

### Michigan High School Content Expectations

#### World History and Geographys (MI WHG)

##### WHG 6.1.3

Increasing Global Interconnections Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations and commodities, including the

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##### WHG 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. (*National Geography Standard 11, p. 206*)

#### United States History and Geography (MI USHG)

##### F2.1

Describe the major trends and transformations in American life prior to 1877, including

- changes in commerce, transportation and communication. (*National Geography Standard 11, p. 206*)

##### USHG 8.2.2

Policy Concerning Domestic Issues Analyze major domestic issues in the post-World War II era and the policies designed to meet the challenges by

- describing issues challenging Americans such as infrastructure and the environment. (*National Geography Standards 9 and 14; pp. 201 and 212*)
- evaluating policy decisions and legislative actions to meet these challenges (e.g., Federal Highways Act, 1956; E.P.A., 1970) (*National Geography Standards 12 and 14; pp. 208 and 212*)

## Lesson 2 Transportation for People and American Attitudes

### Content Expectations and Standards

#### Michigan Grade Level Content Expectations

##### English Language Arts

###### W.GN.08.03

Formulate research questions that demonstrate critical evaluation of multiple resources, perspectives and arguments/counter-arguments that culminate in a presented final project using the writing process.

###### S.DS.08.04

Plan, outline and deliver an informational presentation using precise and vivid language in the active voice, organizing logically to convey the message, applying persuasive non-verbal techniques; and making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.

#### Michigan High School Content Expectations

##### World History and Geography (WHG)

###### WHG 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. (*National Geography Standard 11, p. 206*)

##### United States History and Geography (USHG)

###### F2.1

Describe the major trends and transformations in American life prior to 1877, including

- changes in commerce, transportation and communication. (*National Geography Standard 11, p. 206*)

###### USHG 6.1.3

Urbanization – Analyze the changing urban and rural landscape by examining

- the location and expansion of major urban centers. (*National Geography Standard 12, p. 208*)
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###### USHG 6.1.5

A Case Study of American Industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining

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Continued...



## Lesson 2 Continued

### English Language Arts

#### CE 1.3.1

Compose written, spoken and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).

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#### CE 1.5.4

Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

## Lesson 3 Funding Public Goods

### Content Expectations and Standards

#### Michigan Grade Level Content Expectations

#### Social Studies

##### 8 P3.1.1

Identify, research, analyze, discuss and defend a position on a national public policy issue.

- Identify a national public policy issue.
- Clearly state the issue as a question of public policy orally or in written form.
- Use inquiry methods to trace the origins of the issue and to acquire data about the issue.
- Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.
- Identify and apply core democratic values or constitutional principles.
- Share and discuss findings of research and issue analysis in group discussions and debates.
- Compose a persuasive essay justifying the position with a reasoned argument.
- Develop an action plan to address or inform others about the issue.

##### 8 P4.2.2

Engage in activities intended to contribute to solving a national or international problem studied.

##### 8 P4.2.3

Participate in projects to help or inform others (e.g., service learning projects).

#### English Language Arts

##### W.GN.08.03

Formulate research questions that demonstrate critical evaluation of multiple resources, perspectives and arguments/counter-arguments that culminate in a presented final project using the writing process.

Continued...

## Lesson 3 Continued

### Michigan High School Content Expectations

#### World History and Geography (WHG)

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##### USHG 9.3.1

Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles.

- national economic policy.
- energy policy. (*National Geography Standard 17, p. 216*)

#### Civics (C)

##### C 2.2.3

Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g., the common good).

##### C 2.2.5

Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specific situations.

##### C 6.1.1

Identify and research various viewpoints on significant public policy issues.

##### C 6.1.2

Locate, analyze and use various forms of evidence, information and sources about a significant public policy issue, including primary and secondary sources, legal documents, non-text-based information and other forms of political communication.

##### C 6.1.4

Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each and proposing an action to address the issue or resolve the problem.

##### C 6.1.5

Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles and fundamental values of American constitutional democracy; explain the stance or position.

Continued...

## Lesson 3 Continued

### Economics (E)

#### E 1.4.3

**Government Revenue and Services** – Analyze the ways in which local and state governments generate revenue (e.g., sales taxes) and use that revenue for public services (e.g., highways).

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**Functions of Government** – Explain the various functions of government in a market economy including the provision of public goods and services.

### English Language Arts

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Participate collaboratively and productively in groups (e.g., response groups, discussion groups) —fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems and offering dissent courteously.

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#### CE 1.4.6

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