



America's Greatest History Attraction

CURRICULUM CONNECTIONS

Be an Innovator Like... Rosa Parks

(<http://giftshop.thehenryford.org/a542/be-an-innovator-like-rosa-parks.html>)

An educational activity book from The Henry Ford which provides historical facts and primary sources in a fun, relevant and engaging manner to inspire a love of reading among youth. It also reinforces 21st-century skills development by providing unique learning opportunities for critical and innovative thinking and creative visualization.

Common Core State Standards

English Language Arts

Grade 2

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
- 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.
- 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.
- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Grade 3

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
- RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

- 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.
- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Grade 4

- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
- W.4.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
- 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.
- L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being.

Grade 5

- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
- RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

- W.5.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- 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.
- L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

National History Standards

Grades K-4

Standard 4A: Demonstrate understanding of how the United States government was formed and of the nation's basic democratic principles set forth in the Declaration of Independence and the Constitution.

- Analyze how over the last 200 years individuals and groups in American society have struggled to achieve the liberties and equality promised in the principles of American democracy. [Analyze continuity and change]

Standard 4B: Demonstrate understanding of ordinary people who have exemplified values and principles of American democracy.

- Identify ordinary people who have believed in the fundamental democratic values such as justice, truth, equality, the rights of the individual, and responsibility for the common good, and explain their significance. [Assess the importance of the individual in history]
- Analyze in their historical context the accomplishments of ordinary people in the local community now and long ago who have done something beyond the ordinary that displays particular courage or a sense of responsibility in helping the common good. [Assess the importance of the individual in history]

Standard 4C: The student understands historic figures who have exemplified values and principles of American democracy.

- Identify historical figures who believed in the fundamental democratic values such as justice, truth, equality, the rights of the individual, and responsibility for the common good, and explain their significance in their historical context and today. [Assess the importance of the individual in history]
- Describe how historical figures in the United States and other parts of the world have advanced the rights of individuals and promoted the common good, and identify character traits such as persistence, problem solving, moral responsibility, and respect for others that made them successful. [Assess the importance of the individual in history]

Standard 4E: The student understands national symbols through which American values and principles are expressed.

- Explain why important buildings, statues, and monuments are associated with state and national history, such as the White House, Lincoln Memorial, Statue of Liberty, Ellis Island, Angel Island, Mt. Rushmore, and veterans memorials. [Obtain historical data]

Grades 3-4

Standard 4C: The student understands historic figures who have exemplified values and principles of American democracy.

- Compare historical biographies or fictionalized accounts of historical figures with primary documents in order to analyze inconsistencies and disagreements in these accounts, and assess their reliability. [Compare competing historical narratives]

Standard 4D: The student understands events that celebrate and exemplify fundamental values and principles of American democracy.

- Describe the history of events, such as the signing of the Mayflower Compact and the Declaration of Independence, and the writing of the Constitution, the Bill of Rights, and the Emancipation Proclamation. [Demonstrate and explain the influence of ideas and beliefs]

Standard 4E: The student understands national symbols through which American values and principles are expressed.

- Analyze songs, symbols, and slogans that demonstrate freedom of expression and the role of protest in a democracy. [Consider multiple perspectives]

National Council for the Social Studies Themes:

1. Culture
2. Time, Continuity, and Change
5. Individuals, Groups, and Institutions
10. Civic Ideals and Practices

Michigan Social Studies Grade Level Content Expectations

Grade 2

C5.0.1 Identify ways citizens participate in community decisions.

Grade 3

P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

Grade 4

C5.0.4 Describe ways citizens can work together to promote the values and principles of American democracy.

P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

Grade 5

P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.