CURRICULUM CONNECTIONS

ExhibitBuilder

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Online Interactive. Access our easy-to-use digital galleries, research, then create and post your own online exhibitions. Exhibits can be shared online.

Michigan Social Studies Grade Level Content Expectations

Grade 2
H2.0.3   Use an example to describe the role of the individual in creating history.

Grade 3
H3.0.2   Explain how historians use primary and secondary sources to answer questions about the past.

H3.0.8   Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.

Grade 4
H3.0.1   Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present.
- □ What happened?
- □ When did it happen?
- □ Who was involved?
- □ How and why did it happen?
- □ How does it relate to other events or issues in the past, in the present, or in the future?
- □ What is its significance?

H3.0.2   Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.

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).

H3.0.5   Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past.

H3.0.6   Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.

Michigan Social Studies High School Content Expectations

General Knowledge

K1.3	Understand and analyze temporal and spatial relationships and patterns.
K1.4	Understand historical and geographical perspectives.
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.

Procedures and Skills

P1.4	Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
P2.4	Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.

Michigan English Language Arts Grade Level Content Expectations

Grade 1
R.CM.01.04   Apply significant knowledge from grade-level science, social studies, and mathematics texts.

Grade 2
R.CM.02.04   Apply significant knowledge from grade-level science, social studies, and mathematics texts.

Grade 3
R.CM.03.04   Apply significant knowledge from grade-level science, social studies, and mathematics texts.

Grade 4
R.CM.04.04   Apply significant knowledge from grade-level science, social studies, and mathematics texts.

Grade 5
R.CM.05.04   Apply significant knowledge from grade-level science, social studies, and mathematics texts.

Grade 6
R.CM.06.04   Apply significant knowledge from grade-level science, social studies, and mathematics texts.

Grade 7

R.CM.07.04   Apply significant knowledge from grade-level science, social studies, and mathematics texts.

Grade 8

R.CM.08.04   Apply significant knowledge from grade-level science, social studies, and mathematics texts.

Michigan English Language Arts High School Content Expectation

CE 2.3.4   Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).