

Connections to National and Michigan Standards and Expectations

Michigan Grade-Level Content Expectations

Social Studies

- 3 H3.0.8**
Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
- 3 G4.0.2**
Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)
- 3 G4.0.3**
Describe some of the current movements of goods, people, jobs or information to, from or within Michigan and explain reasons for the movements. (E)
- 4 H3.0.1**
Use historical inquiry questions to investigate the development of Michigan’s major economic activities (manufacturing, technology) 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?
- 4 H3.0.2**
Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)
- 4 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.
- 4 G4.0.1**
Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)
- 4 G4.0.2**
Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (H)
- 4 E1.0.5**
Explain how specialization and division of labor increase productivity (e.g., assembly line).
- 4 E3.0.1**
Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).

English Language Arts

- 3 R.CM.03.01**
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.
- 3 R.CM.03.02**
Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Continued...

Connections to National and Michigan Standards and Expectations Continued

3 R.CM.03.03

Compare and contrast relationships among characters, events and key ideas within and across texts to create a deeper understanding, including a narrative to an informational text a literature selection to a subject area text, and an historical event to a current event.

3 L.RP.03.03

Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to reflect, make connections, take a position and/or show understanding.

3 R.CM.03.04

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

3 S.DS.03.03

Respond to multiple text types by reflecting, making connections, taking a position and/or showing understanding.

3 W.GN.03.04

Use the writing process to produce and present a research project, initiate research questions from content area text from a teacher-selected topic and use a variety of resources to gather and organize information.

4 W.GN.04.04

Use the writing process to produce and present a research project using a teacher-approved topic, find and narrow research questions, use a variety of resources, take notes and organize relevant information to draw conclusions.

4 R.CM.04.01

Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

4 R.CM.04.02

Retell through concise summarization grade-level narrative and informational text.

4 R.CM.04.03

Explain relationships among themes, ideas and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting or drawing parallels across time and culture.

4 R.CM.04.04

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

4 S.DS.04.03

Respond to multiple text types by reflecting, making connections, taking a position and/or showing deep understanding.

4 L.RP.04.03

Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding.

5 R.CM.05.01

Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

5 R.CM.05.02

Retell through concise summarization grade-level narrative and informational text.

5 R.CM.05.03

Analyze global themes, universal truths and principles within and across text to create a deeper understanding by drawing conclusions, making inferences and synthesizing.

Continued...

Connections to National and Michigan Standards and Expectations Continued

5 R.CM.05.04

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

5 L.RP.05.03

Respond to multiple text types listened to or viewed knowledge-ably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding without major misconceptions.

5 S.DS.05.03

Respond to multiple text types by analyzing content, interpreting the message and evaluating the purpose.

5 W.GN.05.04

Use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved, narrowed-focus question and hypothesis.

National Standards in History

for Grades K-4

Topic 1

Living and Working Together in Families and Communities, Now and Long Ago

Standard 1

Family life now and in the recent past; family life in various places long ago.

Standard 1B

The student understands the different ways people of diverse racial, religious and ethnic groups, and of various national origins, have transmitted their beliefs and values.

Therefore the student is able to:

- Compare the dreams and ideals that people from various groups have sought, some of the problems they encountered in realizing their dreams and the sources of strength and determination that families drew upon and shared. [Compare and contrast]

Topic 2

The History of the Students' Own State or Region

Standard 2

The history of students' own local community and how communities in North America varied long ago.

Standard 2A

The student understands the history of his or her local community.

Therefore the student is able to:

- Describe local community life long ago, including jobs, schooling, transportation, communication, religious observances and recreation. [Obtain historical data]

Standard 3

The people, events, problems and ideas that created the history of their state.

Continued...

Connections to National and Michigan Standards and Expectations Continued

Topic 2 Continued

Standard 3C

The student understands the various other groups from regions throughout the world who came into his or her own state or region over the long ago and recent past.

Therefore the student is able to:

- Use a variety of visual data, fiction and nonfiction sources and speakers to identify the groups that have come into the state or region and to generate ideas about why they came. [Obtain historical data]
- Examine photographs and pictures of people from the various racial and ethnic groups of varying socioeconomic status who lived in the state 100–200 years ago in order to hypothesize about their lives, feelings, plans and dreams, and to compare ways in which their experiences were similar and different. [Formulate historical questions]
- Draw upon census data and historical accounts in order to describe patterns and changes in population over a period of time in a particular city or town in the students’ state or region. [Draw upon historical data]

- Describe the problems, including prejudice and intolerance, as well as the opportunities that various groups who have lived in their state or region have experienced in housing, the workplace and the community. [Appreciate historical perspectives]

Topic 3

The History of the United States: Democratic Principles and Values and the People from Many Cultures Who Contributed to Its Cultural, Economic and Political Heritage

Standard 5

The causes and nature of various movements of large groups of people into and within the United States, now and long ago.

Standard 5A

Demonstrate understanding of the movements of large groups of people into his or her own and other states in the United States, now and long ago.

Therefore the student is able to:

- Draw upon data in historical maps, historical narratives, diaries and other fiction or nonfiction accounts in order to chart various movements (westward, northward, and eastward) in the United States. [Obtain historical data]

- Draw upon data from charts, historical maps, nonfiction and fiction accounts and interviews in order to describe “through their eyes” the experience of immigrant groups. Include information such as where they came from and why they left, travel experiences, ports of entry and immigration screening, and the opportunities and obstacles they encountered when they arrived in America. [Appreciate historical perspectives]
- Identify reasons why groups such as freed African Americans, Mexican and Puerto Rican migrant workers, and Dust Bowl farm families migrated to various parts of the country. [Consider multiple perspectives]
- Analyze the experiences of those who moved from farm to city during the periods when cities grew rapidly in the United States. [Read historical narratives imaginatively]

Lesson 1 Pulls

Michigan Grade-Level Content Expectations

Social Studies

- 3** H3.0.8
Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
- 4** H3.0.1
Use historical inquiry questions to investigate the development of Michigan’s major economic activities (manufacturing, technology) 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?
- 4** 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.
- 4** E1.0.5
Explain how specialization and division of labor increase productivity (e.g., assembly line).

English Language Arts

- 3** R.CM.03.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.
- 3** R.CM.03.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.
- 4** R.CM.04.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.
- 4** R.CM.04.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.
- 5** R.CM.05.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

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

Lesson 2 Urbanization

Michigan Grade-Level Content Expectations

Social Studies

- 3** G4.0.2
Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)
- 4** H3.0.2
Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)
- 4** G4.0.1
Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)

Lesson 3 Immigration

Michigan Grade-Level Content Expectations

Social Studies

- 3** G4.0.2
Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)
- 4** H3.0.2
Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)

English Language Arts

- 3** R.CM.03.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.
- 3** R.CM.03.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.
- 3** S.DS.03.03
Respond to multiple text types by reflecting, making connections, taking a position and/or showing understanding.

- 3** L.RP.03.03
Respond to multiple text types listened to or viewed knowledge-ably by discussing, illustrating and/or writing in order to reflect, make connections, take a position and/or show understanding.

- 3** R.CM.04.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

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

- 4** S.DS.04.03
Respond to multiple text types by reflecting, making connections, taking a position and/or showing deep understanding.

- 4** L.RP.04.03
Respond to multiple text types listened to or viewed knowledge-ably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding.

- 5** R.CM.05.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

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

- 5** S.DS.05.03
Respond to multiple text types by analyzing content, interpreting the message and evaluating the purpose.

- 5** L.RP.05.03
Respond to multiple text types listened to or viewed knowledge-ably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding without major misconceptions.

Lesson 4 The Changing Nature of Work and the \$5 Day

Michigan Grade-Level Content Expectations

Social Studies

- 3** G4.0.2
Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)
- 4** H3.0.1
Use historical inquiry questions to investigate the development of Michigan’s major economic activities (manufacturing, technology) 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?
- 4** 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.

English Language Arts

- 3** R.CM.03.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.
- 3** R.CM.03.02
Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.
- 3** L.RP.03.03
Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to reflect, make connections, take a position and/or show understanding.
- 3** R.CM.03.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.
- 3** S.DS.03.03
Respond to multiple text types by reflecting, making connections, taking a position and/or showing understanding.

- 4** R.CM.04.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.
- 4** R.CM.04.02
Retell through concise summarization grade-level narrative and informational text.
- 4** R.CM.04.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.
- 4** S.DS.04.03
Respond to multiple text types by reflecting, making connections, taking a position and/or showing deep understanding.
- 4** L.RP.04.03
Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding.

Continued...

Lesson 4 Continued

- 5** R.CM.05.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.
- 5** R.CM.05.02
Retell through concise summarization grade-level narrative and informational text.
- 5** R.CM.05.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.
- 5** L.RP.05.03
Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding without major misconceptions.
- 5** S.DS.05.03
Respond to multiple text types by analyzing content, interpreting the message and evaluating the purpose.

Lesson 5 A New Language and a New Culture

Michigan Grade-Level Content Expectations

Social Studies

- 4** G4.0.2
Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (H)
- 5** H3.0.2
Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)
- 5** 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.

English Language Arts

- 3** R.CM.03.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

- 3** R.CM.03.02
Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.
- 3** R.CM.03.03
Compare and contrast relationships among characters, events and key ideas within and across texts to create a deeper understanding, including a narrative to an informational text, a literature selection to a subject area text and an historical event to a current event.
- 3** L.RP.03.03
Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to reflect, make connections, take a position and/or show understanding.
- 3** R.CM.03.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.
- 3** S.DS.03.03
Respond to multiple text types by reflecting, making connections, taking a position and/or showing understanding.

Continued...

Lesson 5 Continued

4 R.CM.04.01

Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

4 R.CM.04.02

Retell through concise summarization grade-level narrative and informational text.

4 R.CM.04.03

Explain relationships among themes, ideas and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting or drawing parallels across time and culture.

4 R.CM.04.04

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

4 S.DS.04.03

Respond to multiple text types by reflecting, making connections, taking a position and/or showing deep understanding.

4 L.RP.04.03

Respond to multiple text types listened to or viewed knowledge-ably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding.

5 R.CM.05.01

Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

5 R.CM.05.02

Retell through concise summarization grade-level narrative and informational text.

5 R.CM.05.03

Analyze global themes, universal truths and principles within and across text to create a deeper understanding by drawing conclusions, making inferences and synthesizing.

5 R.CM.05.04

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

5 L.RP.05.03

Respond to multiple text types listened to or viewed knowledge-ably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding without major misconceptions.

5 S.DS.05.03

Respond to multiple text types by analyzing content, interpreting the message and evaluating the purpose.

Lesson 6 Examining Primary Sources

Michigan Grade-Level Content Expectations

Social Studies

4 G4.0.1

Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)

English Language Arts

3 R.CM.03.01

Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

3 R.CM.03.02

Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

3 R.CM.03.03

Compare and contrast relationships among characters, events and key ideas within and across texts to create a deeper understanding, including a narrative to an informational text, a literature selection to a subject area text and an historical event to a current event.

3 L.RP.03.03

Respond to multiple text types listened to or viewed knowledge-ably by discussing, illustrating and/or writing in order to reflect, make connections, take a position and/or show understanding.

3 R.CM.03.04

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

3 S.DS.03.03

Respond to multiple text types by reflecting, making connections, taking a position and/or showing understanding.

4 R.CM.04.01

Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

4 R.CM.04.02

Retell through concise summarization grade-level narrative and informational text.

4 R.CM.04.03

Explain relationships among themes, ideas and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting or drawing parallels across time and culture.

4 R.CM.04.04

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

4 S.DS.04.03

Respond to multiple text types by reflecting, making connections, taking a position and/or showing deep understanding.

4 L.RP.04.03

Respond to multiple text types listened to or viewed knowledge-ably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding.

5 R.CM.05.01

Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

Continued...

Lesson 6 Continued

- 5** R.CM.05.02
Retell through concise summarization grade-level narrative and informational text.
- 5** R.CM.05.03
Analyze global themes, universal truths and principles within and across text to create a deeper understanding by drawing conclusions, making inferences and synthesizing.
- 5** R.CM.05.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.
- 5** L.RP.05.03
Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding without major misconceptions.
- 5** S.DS.05.03
Respond to multiple text types by analyzing content, interpreting the message and evaluating the purpose.

Lesson 7 Work in the 21st Century

Michigan Grade-Level Content Expectations

Social Studies

- 3** G4.0.3
Describe some of the current movements of goods, people, jobs or information to, from or within Michigan and explain reasons for the movements. (E)
- 4** H3.0.2
Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)
- 4** H3.0.1
Use historical inquiry questions to investigate the development of Michigan's major economic activities (manufacturing, technology) 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?

4 E3.0.1

Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).

English Language Arts

- 3** R.CM.03.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.
- 3** R.CM.03.03
Compare and contrast relationships among characters, events and key ideas within and across texts to create a deeper understanding, including a narrative to an informational text, a literature selection to a subject area text and an historical event to a current event.

Continued...

Lesson 7 Continued

English Language Arts

3 L.RP.03.03

Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to reflect, make connections, take a position and/or show understanding.

3 R.CM.03.04

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

3 S.DS.03.03

Respond to multiple text types by reflecting, making connections, taking a position and/or showing understanding.

4 R.CM.04.01

Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

4 R.CM.04.03

Explain relationships among themes, ideas and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting or drawing parallels across time and culture.

4 R.CM.04.04

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

4 S.DS.04.03

Respond to multiple text types by reflecting, making connections, taking a position and/or showing deep understanding.

4 L.RP.04.03

Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding.

5 R.CM.05.01

Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

5 R.CM.05.03

Global themes, universal truths and principles within and across text to create a deeper understanding by drawing conclusions, making inferences and synthesizing.

5 R.CM.05.04

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

5 L.RP.05.03

Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding without major misconceptions.

5 S.DS.05.03

Respond to multiple text types by analyzing content, interpreting the message and evaluating the purpose.