



## **CURRICULUM CONNECTIONS**

### **Other National and Michigan Standards - Social Studies**

## **Building Stories: A Writing Contest for Students Inspired by innovation stories past, present and future. 2015-16**

(<http://www.thehenryford.org/BuildingStories>)

Creative writing contest for students in grades 3-12, in which participants use the collections of The Henry Ford to write a story of historical fiction.  
2015-16 Topic: Rosa Parks

### **College, Career & Civic Life (C3) Framework for Social Studies State Standards**

#### **Indicators, by Grade Level**

##### **Grades 3-5**

- D2.His.3.3-5.** Generate questions about individuals and groups who have shaped significant historical changes and continuities.
- D2.His.5.3-5.** Explain connections among historical contexts and people's perspectives at the time.
- D2.His.10.3-5.** Compare information provided by different historical sources about the past.
- D2.His.13.3-5.** Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
- D2.His.14.3-5.** Explain probable causes and effects of events and developments.
- D2.His.16.3-5.** Use evidence to develop a claim about the past.
- D3.1.3-5.** Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
- D3.2.3-5.** Use distinctions among fact and opinion to determine the credibility of multiple sources.
- D4.1.3-5.** Construct arguments using claims and evidence from multiple sources.
- D4.2.3-5.** Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- D4.3.3-5.** Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

### **Grades 6-8**

- D2.His.1.6-8.** Analyze connections among events and developments in broader historical contexts.
- D2.His.3.6-8.** Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
- D2.His.5.6-8.** Explain how and why perspectives of people have changed over time.
- D2.His.13.6-8.** Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
- D2.His.14.6-8.** Explain multiple causes and effects of events and developments in the past.
- D2.His.15.6-8.** Evaluate the relative influence of various causes of events and developments in the past.
- D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

### **Grades 9-12**

- D2.His.1.9-12.** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.3.9-12.** Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- D2.His.5.9-12.** Analyze how historical contexts shaped and continue to shape people's perspectives.
- D2.His.11.9-12.** Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
- D2.His.14.9-12.** Analyze multiple and complex causes and effects of events in the past.
- D2.His.15.9-12.** Distinguish between long-term causes and triggering events in developing a historical argument.
- D2.His.16.9-12.** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
- D3.1.9-12.** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D4.3.9-12.** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

## **U.S. History Standards**

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

**Standard 3A:** The student understands social tensions and their consequences in the postwar era.

#### Grades 7-12

- Examine rising racial tensions, the resurgence of the Ku Klux Klan, and the emergence of Garveyism.

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

**Standard 4A:** The student understands the “Second Reconstruction” and its advancement of civil rights.

#### Grades 5-12

- Explain the resistance to civil rights in the South between 1954 and 1965.
- Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities.

#### Grades 7-12

- Explain the origins of the postwar civil rights movement and the role of the NAACP in the legal assault on segregation.
- Analyze the leadership and ideology of Martin Luther King, Jr. and Malcolm X in the civil rights movement and evaluate their legacies.

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

### Grade 4

C5.O.4 Describe ways citizens can work together to promote the values and principles of American democracy.

### Grade 6

H1.2.5 Identify the role of the individual in history and the significance of one person’s ideas.

### Grade 7

H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas.

### US History & Geography, Grades 9-12

- 8.3.1 Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including
- Supreme Court decisions and governmental actions (e.g., Brown v. Board (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))
  - protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955-1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)
  - resistance to Civil Rights

### Civics, Grades 9-12

2.1.4 Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.

- 2.2.2 Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged.
- 3.5.1 Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.
- 3.5.3 Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).
- 6.2.5 Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.
- 6.2.6 Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.

General High School Social Studies Knowledge, Processes and Skills

General Knowledge

- K1.6 Analyze events and circumstances from the vantage point of others.
- K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.
- K1.9 Integrate concepts from at least two different social studies disciplines.

Reading and Communication

- P1.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
- P1.3 Understand that diversity of interpretation arises from frame of reference.
- P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

Inquiry, Research, and Analysis

- P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.
- P2.3 Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.
- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
- P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.