Time Machine: Mobile Museum Experience

Michigan Social Studies Content Expectations Covered Per Unit/Grade level:

Lumbering in the Saginaw Valley:

2ndGrade:

H2: Living and Working Together in Communities Use historical thinking to understand the past.

2 – H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.

2 – H2.0.3 Explain how individuals and groups have made significant historical changes.

2 – H2.0.4 Describe changes in the local community over time.

2 – H2.0.5 Describe how community members responded to a problem in the past.

3rd Grade:

H3: The History of Michigan (Through Statehood) Use historical thinking to understand the past.

3 – H3.0.1 Identify questions historians ask in examining the past in Michigan. Examples may include but are not limited to: What happened? When did it happen? Who was involved? How and why did it happen?

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

 3 – H3.0.3 Describe the causal relationships between three events in Michigan's past.

 3 – H3.0.4 Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories.

3 – H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan

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

4th Grade:

H3: The History of Michigan (Beyond Statehood) Use historical thinking to understand the past.

4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan's major economic activities from statehood to present. Examples of questions may include but are not limited to: 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? Examples of economic activities may include but are not limited to: agriculture, mining, manufacturing, lumbering, tourism, technology, and research)

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

4 – H3.0.4 Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continue to affect the location and growth of Michigan cities.

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