



Historical Perspectives Tour

Relevant Michigan GLCE's

Second Grade

H2 - Living and Working Together in Communities:

- 2-H2.0.1 - Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
- 2-H2.0.4 - Describe changes in the local community over time.
- 2-H2.0.5 - Identify a problem in a community's past and describe how it was resolved.
- 2-H2.0.6 - Construct a historical narrative about the history of the local community from a variety of sources.

G1 - The World in Spatial Terms:

- 2-G1.0.2 - Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction and scale.

G2 - Places and Regions

- 2-G2.0.2 - Describe how the local community is part of a larger region.

G4 - Human Systems

- 2-G4.0.1 - Describe land use in the community.
- 2-G4.0.2 - Describe the means people create for moving people, goods, and ideas within the local community.
- 2-G4.0.3 - Use components of culture to describe diversity in the local community.

E1 - Market Economy:

- 2-E1.0.1 - Identify the opportunity cost in a consumer decision.
- 2-E1.0.2 - Identify businesses in the local community.
- 2-E1.0.3 - Describe how businesses in the local community meet economic wants of consumers.
- 2-E1.0.4 - Describe the natural, human, and capital resources needed for production of a good or service in a community.
- 2-E1.0.5 - Use examples to show that people cannot produce everything they want and depend on trade with others to meet their wants.

Third Grade

H3 - History of Michigan (Through Statehood):

- 3-H3.0.1 - Identify questions historians ask in examining the past.
- 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 relationship between three events in Michigan's past.
- 3-H3.0.4 - Draw upon traditional stories of American Indians who lived in Michigan in order to make generalizations about their beliefs.
- 3-H3.0.5 - Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.
- 3-H3.0.6 - Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.
- 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.

Third Grade (continued)

H3 - History of Michigan (Through Statehood):

- 3-H3.0.10 - Create a timeline to sequence early Michigan history.

G1 - The World in Spatial Terms:

- 3-G1.0.2 - Use thematic maps to identify and describe the physical human characteristics of Michigan.

G4 - Human Systems

- 3-G4.0.1 - Describe major kinds of economic activity in Michigan today, such as agriculture, manufacturing, services and tourism, research and development, and explain the factors influencing the location of these economic activities.
- 3-G4.0.2 - Describe diverse groups that have come into a region of Michigan and reasons why they came.

G5 - Environment and Society

- 3-G5.0.1 - Locate natural resources in Michigan and explain the consequences of their use.
- 3-G5.0.2 - Describe how people adapt to, use, and modify the natural resources of Michigan.

E1 - Market Economy:

- 3-E1.0.1 - Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.
- 3-E1.0.3 - Analyze how Michigan's location and natural resources influenced its economic development.
- 3-E1.0.4 - Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.

Fourth Grade

H3 - History of Michigan (Beyond Statehood):

- 4-H3.0.1 - Use historical questions to investigate the development of Michigan's major economic activities from statehood to present.
- 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-H3.0.3 - Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities.
- 4-H3.0.4 - Draw upon stories, photos, artifacts, and other primary sources to compare life in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present.
- 4-H3.0.5 - Use visual data and information text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past.
- 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-H3.0.7 - Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.

G1 - The World in Spatial Terms:

- 4-G1.0.1 - Identify questions geographers ask in examining the United States.
- 4-G1.0.4 - Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.
- 4-G1.0.5 - Use maps to describe elevation, climate, and patterns of population density in the United States.

G4 - Human Systems

- 4-G4.0.1 - Use a case study or story about migration within or to the United States to identify push and pull factors.
- 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.

E1 - Market Economy:

- 4-E1.0.1 - Identify questions economists ask in examining the United States.

Fourth Grade (continued)

E1 - Market Economy:

- 4-E1.0.2 - Describe some characteristics of a market economy.
- 4-E1.0.3 - Describe how positive and negative incentives influence behavior in a market economy.
- 4-E1.0.4 - Explain how price affects decisions about purchasing goods and services.
- 4-E1.0.5 - Explain how specialization and division of labor increase productivity.
- 4-E1.0.6 - Explain how competition among buyers results in higher prices and competition among sellers results in lower prices.
- 4-E1.0.7 - Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.

Fifth Grade

U1.1 - American Indian Life in the Americas:

- 5-U1.1.3 - Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.

U1.2 - European Exploration:

- 5-U1.2.1 - Explain the technological and political developments that made sea exploration possible.
- 5-U1.2.2 - Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas.

U1.4 - Three World Interactions

- 5-U1.4.2 - Use primary and secondary sources to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.
- 5-U1.4.3 - Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.