



# StoryLiving: Underground Railroad Relevant Michigan GLCE's

## Second Grade

### H3 - History of Michigan Through Statehood

- 2-H2.0.1 - Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
- 2-H2.0.2 - Explain why descriptions of the same event in the local community can be different.
- 2-H2.0.3 - Use an example to describe the role of the individual in creating history.
- 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-G4.0.2 - 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.

## 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.

### G4 - Human Systems

- 3-G4.0.2 - Describe diverse groups that have come into a region of Michigan and reasons why they came.

## Fourth Grade

### H3 - History of Michigan (Beyond Statehood)

- 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-H3.0.7 - 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-G1.0.4 - Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.

## Fifth Grade

### U2.2 - European Slave Trade and Slavery in Colonial America

- 5-U2.2.2 - Describe the life of enslaved Africans and free Africans in the American Colonies.
- 5-U2.2.3 - Describe how Africans living in North America drew upon their African past and adapted elements of new cultures to develop a distinct African-American culture.