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## U.S. History and Geography: Examples of changes to the Michigan Social Studies Standards

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*There were not substantial changes made to the structure of the US History and Geography standards. The content focus of each grade level remains the same as the 2007 standards, however there is some increase in the depth of knowledge required. There were terminology changes across the U.S History and Geography courses, such as use of "Free and enslaved Africans," to reflect a more inclusive perspective and ensure consistency across the standards.*

*In addition to terminology changes, time and effort was spent on ensuring that the examples were also more inclusive. Because of this, many standards at all three grade levels have a larger list of "Examples may include but are not limited to..." than previously existed. These examples will clarify the focus of the overall standard and provide opportunities for educators to include relevant local and regional examples to meet the requirements of the content expectations.*

### Examples added where no examples previously existed

2007

**8-U4.1.1** Washington's Farewell – Use Washington's Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington's advice. (C4)

2019

**8-U4.1.1** Washington's Farewell – use President George Washington's farewell address to analyze Washington's perspective on the most significant challenges the new nation faced.

Examples may include but are not limited to: deciding if and when to get involved in foreign conflicts, the risk of political factions, establishing the limits of executive power.

### Additional examples added to make expectations more inclusive

2007

**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 (e.g., economic, political, cultural, and religious).

2019

**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.

Examples may include but are not limited to: the economic, political, cultural, and religious consequences of colonization, including who was impacted.

### Changes to make language more inclusive

2007

**5-U2.2.3** Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture.

2019

**5-U2.2.3** Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities.

Examples may include but are not limited to: Gullah Islands, Louisiana, The Carolinas

### Content expectations changed to encourage higher-level thinking

2007

**8-U4.2.3** Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican- American War, and the idea of Manifest Destiny.

2019

**8-U4.2.3** Westward Expansion – analyze the annexation of the west through the Louisiana Purchase, the removal of Indigenous Peoples from their native lands, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny.

Examples may include but are not limited to: the Trail of Tears, the 19th century removal of Anishnaabek communities in Michigan, the Treaty of Chicago (1833), the Treaty of Fort Wayne (1809).

### Content expectations changed to provide clarity and directions

2007

**6.3.1** Social Issues – Describe at least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).

2019

**6.3.1** Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform.

Examples may include but are not limited to: urban and rural poverty, child labor, immigration, political corruption, racial and gender discrimination, public health, unsafe living conditions, poor working conditions, monopolies, unfair labor practices.

### Revised structure within grade level

2007

**6.3.3** – Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.

2019

**6.3.4** - Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the Nineteenth Amendment.