

THE GOALS OF SOCIAL STUDIES

Introduction

Michigan’s Social Studies Content Expectations describe what students should know and be able to do in order to succeed in college, career, and civic life. In 2013, the State of Michigan began revising the content expectations and involved educators from local, ISD, university, and state-level organizations. The project was focused on updating the existing 2007 standards around the charge of “clearer, fewer, and higher” and the result of this work is presented here.

Writing teams met on a regular basis throughout the revision process and several opportunities for public review and commentary were provided. Sessions took place around the state in 2015, 2018, and again in 2019. As a result, a diverse representation of Michigan’s educators and citizens provided additional feedback, which was used to shape the final version of this document.

This document is not intended to be a state curriculum. The revised content in the standards is coupled with the Arc of Inquiry and skills delineated in the C3 Framework. In a “local control” state such as Michigan, each district can use the document as it sees fit to revise curriculum and create a foundation from which it can continue to improve instruction.

Purpose of Social Studies

The purpose of social studies is to promote the knowledge, skills, intellectual processes, and dispositions required of people to be actively engaged in fulfilling their responsibility of civic participation. As members of a culturally diverse, democratic society in an interdependent world, young people need to learn how to make informed and reasoned decisions for the public good. Social studies fosters a renewed and reinvigorated commitment to the ideal, “government of the people, by the people, and for the people,” as expressed by President Lincoln in his *Gettysburg Address*. The expectations outlined below are designed to fulfill that purpose.

Literacy in Social Studies

The digital revolution has fostered a sizable shift not only in how students acquire information, but how educators make social studies more relevant and meaningful. Teachers are welcoming into their classrooms students who have grown up in a world where multiple modes of communication and interaction are an indispensable part of everyday life. Instant communication has made distances between locations practically invisible; the pace of change is now at a staggering rate, and there is a sizable and expanding role of civic participation. As a result, students need to be equipped with a more sophisticated level of literacy than ever before — one that transcends basic technical and functional knowledge and skills.

For many, literacy means different things from a wide variety of perspectives. One constant, however, is that the notion of literacy is often associated with the mastery of the technical skills of oral and written communication, dialogue, and questioning. Today’s society demands an urgent need to move beyond content-based teaching and the application of discipline-specific skill sets (e.g., thinking like a historian, geographer, economist). Critical literacy is the next cerebral step as students move toward an approach to see and “read” themselves and the world.

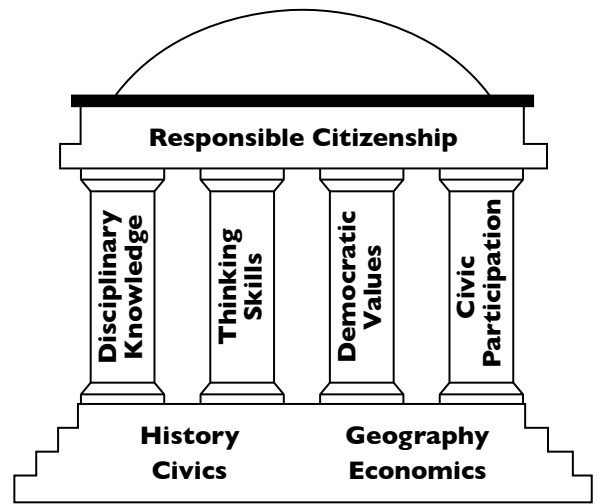
Embedded in literacy practices, critical literacy provides opportunities for students to utilize an integrated approach. Critical literacy has been defined as “learning to read and write as part of the process of becoming conscious of one’s experiences as historically constructed within specific power relations” (Anderson & Irvine, 1982). In simpler terms, critical literacy is about how students evaluate society and possess the necessary abilities and the desire to interact with the world. The combined approach of the skill sets of disciplinary literacy along with the tools of critical literacy for critical thinking empowers students with multiple perspectives and questioning habits. It encourages them to think and take informed action on their decisions through dialogue, civic participation, and their daily decisions about how to live so that they can help make their world better.

The Responsibilities of Civic Participation

Responsible citizenship requires active participation in our communities. Therefore, social studies instruction should engage students so they simultaneously learn about civic participation while being involved in the civic life of their communities, our state, and our nation. Social studies prepares students to participate in political life, to serve their communities, and to conduct themselves responsibly.

Being a responsible student in and beyond the classroom means:

- Using knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform their civic judgments. **(Historical Perspective)**
- Using knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them. **(Geographic Perspective)**
- Understanding American government and politics to make informed decisions about governing and their community. **(Civic Perspective)**
- Using knowledge of the production, distribution, and consumption of goods and services to make personal, career, and societal decisions about the use of resources. **(Economic Perspective)**
- Using methods of social science investigation to answer questions about society. **(Inquiry)**
- Knowing how, when, and where to construct and express reasoned positions on public issues. **(Public Discourse and Decision Making)**
- Acting constructively to further the public good **(Civic Participation)**



THE C3 FRAMEWORK ARC OF INQUIRY

Dimension 1: Developing Questions and Planning Inquiries

Dimension 2: Applying Disciplinary Concepts and Tools

Dimension 3: Evaluating Sources and Using Evidence

Dimension 4: Communicating Conclusions and Taking Informed Action

C3 Provides a lens for reviewing Michigan Social Studies Content Standards

The College, Career, and Civic Life (C3) Framework

The College, Career, and Civic Life (C3) Framework was developed by more than twenty-six state agencies and social studies organizations over the course of several years. It introduces an Arc of Inquiry that a teacher may find valuable when planning social studies instruction. Inquiry, as an instructional practice, can be a powerful tool for local- or site-level curriculum planning and development, or for teachers in refining their practice.

The Guiding Principles of the C3 Framework

The following principles about high-quality social studies education guided the development of the C3 Framework.

Social studies prepares the nation's young people for college, careers, and civic life. The third "C" — representing civic life — is an essential component of preparation for the future of the United States.

It is in the K-12 social studies classrooms that the youth comprising our future will learn about civil discourse, the history of our families, schools, communities, state, nation and world, and how to be a productive member of society.

Inquiry is at the heart of social studies. It is through identification of questions and problems, studying various disciplinary lenses, learning to use and evaluate sources and evidence, and communicating possible conclusions that students can be prepared to face the challenges of the modern world.

Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. From studying questions like “Who makes up a community?” to grappling with bigger issues like “Can one person change the world?”, the acquisition of both content knowledge and skills is essential.

Social studies emphasizes skills and practices as preparation for democratic decision making. Strong content knowledge, like the standards outlined in the Michigan Social Studies Standards, is only one part of preparing students for life beyond the walls of a school. That content knowledge must be coupled with strong, foundational skills that prepare students to navigate a complex and ever-changing world.

Social studies education should have direct and explicit connections to other standards, both local and national. The Michigan Social Studies Standards outline content that can be further developed at the local level with the addition of local examples. By including portions of the C3 Framework alongside Michigan’s revised standards, districts now have a blueprint for the integration of literacy, social studies content, and other disciplines such as science, art, and the humanities.

The Critical Component: Instructional Shifts of the Frameworks

The C3 Framework represents a substantial shift in the way that social studies was most commonly taught in the past. To meet the changing needs of students in the Information Age, and to prepare them for the challenges of a dynamic world environment, the following instructional shifts are necessary:

1. Inquiry should be a primary form of instruction in all social studies classes.
2. Students (and teachers) should craft investigative questions that matter.
3. Teachers should establish a collaborative context to support student inquiry.
4. Teachers should integrate content and skills meaningfully and in a rigorous manner.
5. Teachers should help students articulate disciplinary literacy practices and outcomes (thinking, reading, writing, speaking like a historian, like a geographer, like an economist, etc.).
6. Teachers should provide, and help students develop, tangible opportunities to take informed action.

Inquiry can be a powerful tool for teaching the content outlined in Michigan’s Grade Level Content Expectations. As humans, we are naturally prone to questioning as we try to make sense of the world around us. While the C3 Framework is not assessed on state-level assessments, such as the M-STEP, it provides guidance for teachers and students on how to practice structured inquiry at the classroom level. It is set up around an instructional arc outlined below, with more information available by downloading the full document from the National Council for the Social Studies. A full copy of the C3 Framework can be found online.

Inquiry Arc

The inquiry arc highlights the structure of and rationale for the organization of the C3 Framework’s four dimensions. The arc focuses on the nature of inquiry in general and the pursuit of knowledge through questions in particular. The C3 Framework, alongside the Michigan Social Studies Content Expectations, connect with the Michigan ELA Standards.

Dimensions and Subsections

The C3 Framework is organized into the four dimensions, which support a robust social studies program rooted in inquiry.

Dimensions 2, 3, and 4 are further broken down into subsections. For example, Dimension 2, Applying

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Disciplinary Concepts and Tools, includes four subsections, one for each of the major social studies disciplines — civics, economics, geography, and history — which include descriptions of the structure and tools of the disciplines as well as the habits of mind common in those disciplines.

| Dimension 1: Developing Questions and Planning Inquiries | Dimension 2: Applying Disciplinary Concepts and Tools | Dimension 3: Evaluating Sources and Using Evidence | Dimension 4: Communicating Conclusions and Taking Informed Action |
|---|--|--|--|
| Developing Compelling and Supporting Questions and Planning Inquiries | Civics Economics Geography History | Gathering and Evaluating Sources Developing Claims and Using Evidence | Communicating and Critiquing Conclusions Taking Informed Action |

Unique Structure of Dimension 2

Dimension 2 has an additional layer of three to four categories within each disciplinary subsection. These categories provide an organizing mechanism for the foundational content and skills within each discipline. For example, within the subsection of economics, there are four categories: (1) Economic Decision Making; (2) Exchange and Markets; (3) The National Economy; and (4) The Global Economy.

| CIVICS | ECONOMICS | GEOGRAPHY | HISTORY |
|--|--|--|---|
| Civic and Political Institutions Participation and Deliberation: Applying Civic Virtues and Democratic Principles Processes, Rules, and Laws | Economic Decision Making Exchange and Markets The National Economy The Global Economy | Geographic Representations: Spatial Views of the World Human-Environment Interaction: Place, Regions, and Culture Human Population: Spatial Patterns and Movements Global Interconnections: Changing Spatial Patterns | Change, Continuity, and Context Perspectives Historical Sources and Evidence Causation and Argumentation |

MICHIGAN'S GRADE LEVEL CONTENT EXPECTATIONS FOR SOCIAL STUDIES

MICHIGAN'S SOCIAL STUDIES STANDARDS

The purpose of social studies instruction is to develop social understanding and civic efficacy. The Grade Level Content Expectations (GLCE) balance disciplinary content with processes and skills that contribute to responsible citizenship and form a foundation for high school social studies coursework.

The disciplinary knowledge found in this document can be used by students to construct meaning through understanding of powerful ideas drawn from the disciplines of history, geography, civics and government, and economics.

Effective social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. These methods in the updated standards fit well with the four dimensions of the C3 Framework.

The K-12 Social Studies GLCE was revised to meet these goals:

Increasing rigor and ensuring they were challenging enough to equip students with necessary skills to succeed at the next grade level, while still representing the essential core content of a discipline.

Providing more clarity to teachers and educational stakeholders. Standards need to be widely understood and accepted by teachers, parents, school boards, and others who have a stake in the quality of schooling.

Specific enough to provide sufficient detail for districts who are developing curricula and teachers planning instruction, while providing enough focus to delineate which facts, concepts, and skills should be emphasized at each grade level.

Moving from simple to complex, from concrete to abstract, the Michigan standards needed to clearly delineate a progression of both knowledge and skills across grade levels, with each grade level providing a brick on the road toward mastery of the high school content.

Reflecting a coherent structure of the discipline and/or revealing significant relationships among the strands, as appropriate.

Accurate enough for all Michigan students to see themselves.

UNDERSTANDING SOCIAL STUDIES GLCE CODING

In use since the 2007 standards, each social studies GLCE code is made up of four parts: the grade, the standard category, the standard, and the expectation. In grades K-4, the "standard category" is described by discipline; in grades 5 through high school, "standard category" is described by topic. As a result, K-4 expectations are organized using the standard categories, and do not use the standard codes listed in the K-12 organizational chart.

6 – E2.3.1

Grade Standard Category Standard Expectation

K-4 expectations are organized by discipline and standard category, standard, and expectation.

Kindergarten example: K – G1.0.2 = Kindergarten, 1st Geography Standard Category, 2nd Expectation

4th Grade example: 4 – C5.0.3 = Grade 4, 5th Civics Standard Category, 3rd Expectation

(The "0" is used as a place holder and indicates that K-4 expectations are organized using the standard categories, and do not use the standard codes listed in the K-12 organizational chart).

5th and 8th grades focus on an integrated study of United States history. The expectations are organized by U.S. History and Geography (USHG) era. The code indicates the era, the standard, and the expectation.

5th Grade example: 5 – U3.2.1 = Grade 5, 3rd USHG Era, 2nd Standard, 1st Expectation

6th and 7th grades focus on an integrated study of the world. The expectations are organized by discipline and standard category (or World History and Geography [WHG] era), standard, and expectation.

6th Grade example: 6 – G4.4.1 = Grade 6, 4th Geography Standard Category, 4th Standard, 1st Expectation

7th Grade example: 7 – W2.1.5 = Grade 7, 2nd WHG Era, 1st Standard, 5th Expectation

MICHIGAN'S PROCESS AND SKILLS STANDARDS

Michigan's Process and Skills Standards identify the inquiry, communication, evaluation, and decision-making abilities that can be developed in all disciplines and at many grade levels. Local districts and teachers integrate work on inquiry processes and communication skills throughout the curriculum in ways that best respond to the needs of the district's children.

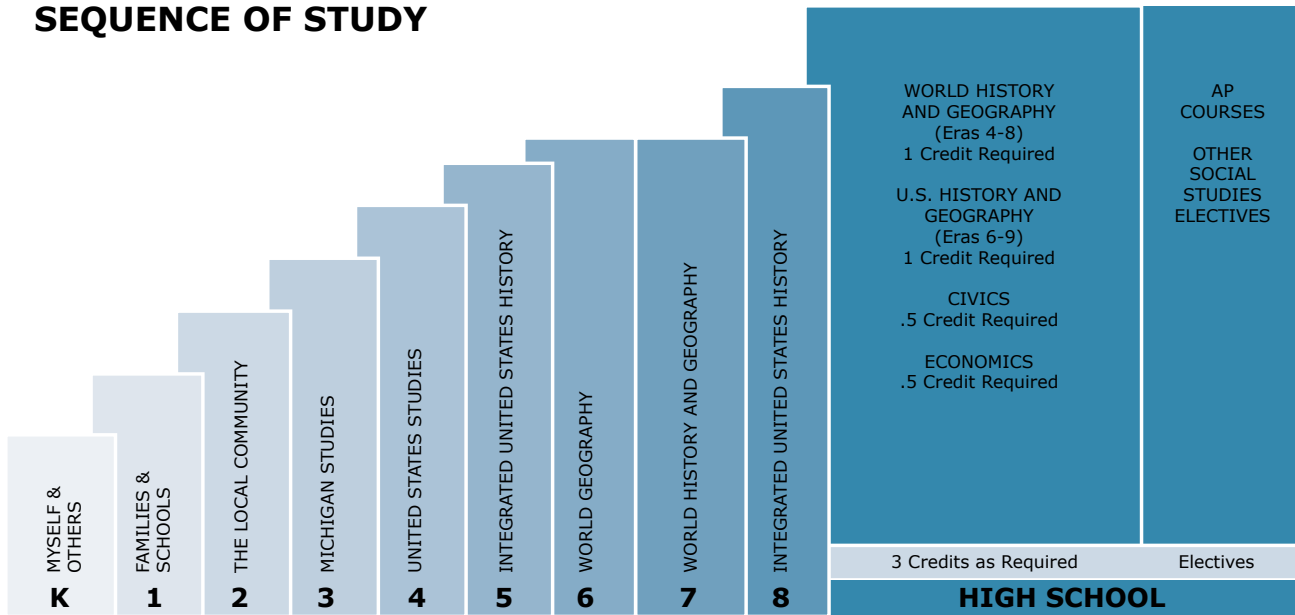
Michigan's Process and Skills Standards align well with the C3 Arc of Inquiry, as shown below:

| THE C3 FRAMEWORK ARC OF INQUIRY | | |
|--|---|---|
| Dimension 1: Develop Questions and Plan Investigations | Dimension 2: Apply Disciplinary Concepts and Tools Dimension 3: Evaluate Sources and Use Evidence | Dimension 4: Communicate Conclusions and Take Informed Action |
| <p>P2: Inquiry, Research, and Analysis</p> <p>P2.1 Apply methods of inquiry to investigate social scientific problems.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about the issue, analyze various perspectives, and generate and evaluate possible alternative solutions.</p> | <p>P1: Reading and Communication – Read and communicate effectively</p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference.</p> <p>P1.4 Express social studies ideas clearly in written, spoken, and graphic forms.</p> <p>P1.5 Present an argument supported with evidence.</p> <p>P2: Inquiry, Research, and Analysis</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.</p> <p>P2.3 Find, organize, and interpret information from a variety of sources.</p> <p>P2.4 Use resources from multiple perspectives to analyze issues.</p> | <p>P3: Public Discourse and Decision Making P4 Citizen Involvement</p> <p>P3.2 Discuss public policy issues, clarifying issues, considering opposing views, applying Democratic Values or Constitutional Principles, and refining claims.</p> <p>P3.3 Construct arguments expressing and justifying decisions on public policy issues.</p> <p>P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.</p> <p>P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy.</p> |
| MICHIGAN CONTENT EXPECTATIONS | | |

Michigan Process and Skills Standards have been changed from the 2007 standards in several ways. First, they are fewer and clearer to provide teachers with more focused guidelines. Second, Process and Skill Standards have now been included for elementary, middle school, and high school in a developmentally appropriate manner instead of just for high school. Last, they specifically include the development of compelling and supporting questions.

USING THE SOCIAL STUDIES GLCE

SEQUENCE OF STUDY



Several considerations are important as teachers use the GLCE to plan instruction.

Integrate acquisition of content (in the GLCE) with process and skill development. Development of basic skills in interpreting text, data, graphs, and maps in elementary and middle schools is important for success in high school. Development of basic citizenship and discussion skills, while never tested on state exams, is nonetheless critical for success in and out of high school.

Active social studies inquiry is essential. The Arc of Inquiry from College, Career, and Civic Life (C3) is a description of a process that helps students develop the kind of reasoned and informed decision-making skills needed for active participation in American society. Using the Arc of Inquiry begins with the development of compelling questions. Exemplars for the use of compelling questions will be included in the instructional material being developed to accompany the revised standards.

The GLCE is a content guide, not a curriculum organizer; it does not specify lessons, units, or a curriculum sequence. World Geography can be taught regionally or thematically. History can be taught past to present, or present to past. One teacher may develop a community activity at the beginning of the year to help develop a sense of purpose, and another might wait until year's end as part of a capstone project.

On numerous occasions, the expectations will include examples to help clarify teachable content. These specific examples are suggestions. Educators may use other examples to meet the expectations or to guide instruction and the creation of a local curriculum and resources. Specific examples included for each standard are clearly labeled underneath each standard by using the language "examples may include but are not limited to." These examples are not assessable outside of a stimulus text on state summative assessments. The focus of a state assessment question will be the language and content delineated in the content expectation itself. In the example below, the content standard is about the origins of the American education system. Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann are just four of the many examples that could be used when teaching the standard.

8 – U4.3.1 Explain the origins of the American education system.

Examples may include but are not limited to: Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann.

THE SOCIAL STUDIES STANDARDS AND MICHIGAN LAW:

Michigan Public Act No. 170 of 2016 states:

“Beginning in the 2016-2017 school year, the board of a school district or board of directors of a public school academy shall ensure that the school district’s or public school academy’s social studies curriculum for grades 8 to 12 includes age- and grade-appropriate instruction about genocide, including, but not limited to, the Holocaust and the Armenian Genocide. The legislature recommends a combined total of 6 hours of this instruction during grades 8 to 12.”

Careful attention, review, and revision work was conducted to ensure that the mandate of Public Act No. 170 of 2016 was met with the revisions to the Michigan K-12 Standards for Social Studies. The law also states that genocide instruction may take place over time, between grade levels, and across classes and disciplines. A student may read a compelling novel such as *Night* by Elie Wiesel and learn about the Holocaust in both the context of their English/Language Arts class and either their high school World History and Geography Course (HS-WHG 7.2.3, 7.2.6) or their high school United States History and Geography course (HS-US 7.2.4). A student may also study the Armenian Genocide in both courses, with complementary social studies instruction found in HS-WHG 7.2.1 and 7.2.6.

Opportunities to meet the requirement of this law exist both within the confines of the revised Michigan K-12 Standards for Social Studies and beyond the boundaries of the social studies classroom.

3RD-5TH GRADE OVERVIEW

| 3rd-5th Grade-Specific Contexts | | |
|---------------------------------|-------------------------|---|
| 3rd | Michigan Studies | Students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies. |
| 4th | U.S. Studies | Using the context of the state of Michigan post statehood and the United States, 4th grade students learn significant social studies concepts within an increasingly complex social environment. They examine fundamental concepts in geography, civics and government, and economics organized by topic, region, or issue. |
| 5th | Integrated U.S. History | Building upon the geography, civics and government, and economics concepts of the United States mastered in 4th grade and historical inquiry from earlier grades, the 5th grade expectations begin a more discipline-centered approach concentrating on the early history of the United States. Students begin their study of American history with Indigenous Peoples before the arrival of European explorers and conclude with the adoption of the Bill of Rights in 1791. Although the content expectations are organized by historical era, they build upon students' understanding of the other social studies disciplines from earlier grades and require students to apply these concepts within the context of American history. |

3rd-4th Grade Social Studies Overview Chart

| History | Geography | Civics and Government | Economics | Public Discourse, Decision Making, and Citizen Involvement |
|---|---|--|---|---|
| <p>Living and Working Together</p> <p>Use historical thinking to understand the past in the local community.</p> <p>Michigan History</p> <p>Use historical thinking to understand the past in Michigan.</p> | <p>The World in Spatial Terms</p> <p>Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <p>Places and Regions</p> <p>Understand how regions are created from common physical and human characteristics.</p> <p>Human Systems</p> <p>Understand how human activities help shape the Earth's surface.</p> <p>Environment and Society</p> <p>Understand the effects of human-environment interactions.</p> | <p>Purposes of Government</p> <p>Explain why people create governments.</p> <p>Democratic Values and Constitutional Principles of American Government</p> <p>Understand Democratic Values and Constitutional Principles of American government.</p> <p>Structure and Function of Government</p> <p>Describe the structure of government in the United States and how it functions.</p> <p>Civic Participation</p> <p>Explain important rights and how, when, and where people can demonstrate their responsibilities by participating in government.</p> | <p>Market Economy</p> <p>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p>National Economy</p> <p>Use fundamental principles and concepts of economics to understand economic activity in the United States.</p> <p>International Economy</p> <p>Use fundamental principles and concepts of economics to understand economic activity in the global economy.</p> | <p>Identifying and Analyzing Public Issues</p> <p>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>Persuasive Communication</p> <p>Communicate a reasoned position on a public issue.</p> <p>Civic Participation</p> <p>Act constructively to further the public good.</p> |

5th Grade Integrated U.S. History Overview Chart

| History | Geography | Civics and Government | Economics | Public Discourse, Decision Making, and Civic Participation |
|--|---|---|---|---|
| <p>U1 USHG Era 1 Beginnings to 1620</p> <p>U2 USHG Era 2 Colonization and Settlement</p> <p>U3 USHG Era 3 Revolution and the New Nation</p> | <p>G Geographic Perspective</p> <ul style="list-style-type: none"> • The World in Spatial Terms • Places and Regions • Physical Systems • Human Systems • Environment and Society | <p>C Civic Perspective</p> <ul style="list-style-type: none"> • Purposes of Government • Roles and Functions of Government • Democratic Values and Constitutional Principles in American Democracy • Civic Participation | <p>E Economic Perspective</p> <ul style="list-style-type: none"> • Individual, Business, and Government Choices • Economic Systems | <p>P Public Discourse, Decision Making, and Civic Participation</p> <ul style="list-style-type: none"> • Identifying and Analyzing Public Issues • Persuasive Communication • Civic Participation |

THE ARC OF INQUIRY: GRADES 3-5

Dimension 1: Developing Questions and Planning Inquiries Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

Individually and collaboratively, students construct compelling questions and:

- explain why compelling questions are important to others (e.g., peers, adults).
- identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
- identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
- explain how supporting questions help answer compelling questions in an inquiry.
- determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

Dimension 2: Applying Disciplinary Concepts and Tools The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan's state standards.

Dimension 3: Evaluating Sources and Using Evidence Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

Individually and collaboratively, students:

- gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
- use distinctions among fact and opinion to determine the credibility of multiple sources.
- identify evidence that draws information from multiple sources in response to compelling questions.
- use evidence to develop claims in response to compelling questions.

Dimension 4: Communicating Conclusions and Taking Informed Action Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

Individually and collaboratively, students:

- construct arguments using claims and evidence from multiple sources.
- construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- 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).
- critique arguments.
- critique explanations.
- draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
- explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions; use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.
- use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Sample 3rd-5th Grade Compelling and Supporting Questions

| | | |
|-----|-----------------------------------|---|
| 3rd | What makes Michigan special? | <p>1) How is the geography of Michigan similar to or different from the geography of other states?</p> <p>2) How is the geography different in different places in Michigan?</p> <p>3) How does Michigan's location in North America influence its resources?</p> <p>Standards Connection: 3 – G2.0.1, 3 – G2.0.2, 3 – G4.0.1, 3 – G4.0.2, 3 – G4.0.3, 3 – G4.0.4</p> |
| 4th | How does the U.S. economy work? | <p>1) What are the characteristics of a market economy?</p> <p>2) How does a market economy work?</p> <p>3) How does specialization and division of labor increase productivity?</p> <p>4) How is the U.S. economy impacted by global competition?</p> <p>Standards Connection: 3 – E1.0.1, 3 – E1.0.2, 3 – E1.0.3, 3 – E1.0.4, 3 – E1.0.5, 3 – E1.0.6, 3 – E1.0.7, 3 – E1.0.8, 3 – E2.0.1</p> |
| 5th | Does geography determine destiny? | <p>1) What conditions and connections determine the fate of a settlement?</p> <p>2) How did Europeans benefit from the Triangular Trade and what impact did it have on the lives of West Africans?</p> <p>3) How and why did different colonial regions develop differently?</p> <p>Standards Connection: 5 – U2.1.1, 5 – U2.1.2, 5 – U2.1.3, 5 – U2.1.4</p> |

SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.

P1.2 Differentiate between primary and secondary source documents.

P1.3 Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.

P1.4 Identify point of view and bias.

P2 INQUIRY, RESEARCH, AND ANALYSIS

P2.1 Use compelling and supporting questions to investigate social studies problems.

P2.2 Differentiate between compelling questions and supporting questions.

P2.3 Use supporting questions to help answer compelling social studies questions.

P2.4 Know how to find relevant evidence from a variety of sources.

P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.

P3 PUBLIC DISCOURSE AND DECISION MAKING

P3.1 State an issue as a question of public policy and discuss possible solutions from different perspectives.

P3.2 Apply Democratic Values or Constitutional Principles to support a position on an issue.

P3.3 Construct an argument and justify a decision supported with evidence.

P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.

P4 CIVIC PARTICIPATION

P4.1 Act out of the rule of law and hold others to the same standard.

P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.

P4.3 Explain different strategies students and others could take to address problems and predict possible results.

P4.4 Use democratic procedures to make decisions on civic issues in the school or classroom.

5TH GRADE INTEGRATED U.S. HISTORY

INTEGRATED* U.S. HISTORY ORGANIZED BY ERA – GRADE 5

USHG ERA 1 – Beginnings to 1620

- 1.1 Indigenous Peoples' Lives in the Americas
- 1.2 European Exploration
- 1.3 African Life Before the 16th Century
- 1.4 Three World Interactions

USHG ERA 2 – Colonization and Settlement (1585-1763)

- 2.1 European Struggle for Control of North America
- 2.2 European Slave Trade and Slavery in Colonial America
- 2.3 Life in Colonial America

USHG ERA 3 – Revolution and the New Nation (1754-1800)

- 3.1 Causes of the American Revolution
- 3.2 The American Revolution and its Consequences
- 3.3 Creating New Governments and a New Constitution (introduced in 5th grade; begins 8th grade expectations)

Note: U.S. historians, history books, history standards, and the peoples themselves have used, at one time or another, "Native American" and "American Indian," while Canadian history uses "First Peoples" to refer to inhabitants of North America prior to European exploration, conquest, and settlement. While we are using "Indigenous Peoples" throughout the content expectations, students should be familiar with the different names and specific tribal identities as they will likely encounter variations over the course of their studies.

*Geography, Civics and Government, and Economics are integrated into the historical context.

U1 USHG ERA 1 – BEGINNINGS TO 1620

Individually and collaboratively, students will engage in planned inquiries to understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.

U1.1 Indigenous Peoples' Lives in the Americas

Describe the lives of the Indigenous Peoples living in North America prior to European contact.

5 – U1.1.1 Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains.

5 – U1.1.2 Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment.

5 – U1.1.3 Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.

U1.2 European Exploration

Identify the causes and consequences of European exploration and colonization.

5 – U1.2.1 Explain the technological and political developments that made sea exploration possible.

Examples may include but are not limited to: the invention of the astrolabe, improved maps, the rise of nation-states.

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.

U1.3 African Life Before the 16th Century

Describe the lives of peoples living in West Africa prior to the 16th century.

5 – U1.3.1 Use maps to locate the major regions of Africa (North Africa, West Africa, Central Africa, East Africa, Southern Africa).

5 – U1.3.2 Describe the life and cultural development of people living in West Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.

U1.4 Three World Interactions

Describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th century through the 17th century.

5 – U1.4.1 Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.

5 – U1.4.2 Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.

Examples may include but are not limited to: letters, diaries, maps, documents, narratives, pictures, graphic data.

5 – U1.4.3 Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.

5 – U1.4.4 Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans.

U2 USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)

Individually and collaboratively, students will engage in planned inquiries to understand how European values and institutions transferred to and modified in the colonies, and how slavery reshaped European and African life in the Americas.

U2.1 European Struggle for Control of North America

Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.

5 – U2.1.1 Describe significant developments in the Southern colonies, including:

- patterns of settlement and control, including the impact of geography (land-forms and climate) on settlement.
- the establishment of Jamestown.
- the development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia).
- interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.
- the development of colonial representative assemblies (House of Burgesses).
- the development of slavery.

5 – U2.1.2 Describe significant developments in the New England colonies, including:

- patterns of settlement and control including the impact of geography (land-forms and climate) on settlement.

- interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples, growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies.
- the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government.
- religious tensions in Massachusetts that led to the establishment of other colonies in New England.

5 – U2.1.3 Describe significant developments in the Middle colonies, including:

- patterns of settlement and control, including the impact of geography (landforms and climate) on settlement.
- interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.
- the growth of economies in the Middle colonies, the Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies.
- immigration patterns leading to ethnic diversity in the Middle colonies.

5 – U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.

5 – U2.1.5 Explain the economic, political, cultural, and religious causes of migration to colonial North America.

U2.2 European Slave Trade and Slavery in Colonial America

Analyze the development of the slave system in the Americas and its impact.

5 – U2.2.1 Describe Triangular Trade, including:

- the trade routes.
- the people and goods that were traded.
- the Middle Passage.
- the impact on life in Africa.

5 – U2.2.2 Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies.

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.

U2.3 Life in Colonial America

Distinguish among and explain the reasons for regional differences in colonial America.

5 – U2.3.1 Locate the New England, Middle, and Southern colonies on a map.

5 – U2.3.2 Describe the daily lives of people living in the New England, Middle, and Southern colonies.

5 – U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people.

Examples may include but are not limited to: perspectives of wealthy landowners, farmers, merchants, indentured servants, laborers, the poor, women, enslaved people, free Africans, and Indigenous Peoples.

5 – U2.3.4 Describe the development of the emerging labor force in the colonies.

Examples may include but are not limited to: cash-crop farming, slavery, indentured servants.

5 – U2.3.5 Make generalizations about the reasons for regional differences in colonial America.

U3 USHG ERA 3 REVOLUTION AND THE NEW NATION (1754-1800)

Individually and collaboratively, students will engage in planned inquiries to investigate the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

U3.1 Causes of the American Revolution

Identify the major political, economic, and ideological reasons for the American Revolution.

5 – U3.1.1 Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.

5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts.

5 – U3.1.3 Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government).

Examples may include but are not limited to: the Boston Tea Party, quartering of soldiers, writs of assistance, the closing of colonial legislatures.

5 – U3.1.4 Describe the role of the First and Second Continental Congresses in unifying the colonies.

Examples may include but are not limited to: addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation.

5 – U3.1.5 Use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so.

5 – U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 – U3.1.7 Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.

Examples may include but are not limited to: Mayflower Compact, House of Burgesses and town meetings; the Iroquois Confederacy; protecting individual rights and promoting the common good; natural rights; limited government; representative government.

5 – U3.1.8 Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

U3.2 The American Revolution and its Consequences

Explain the multi-faceted nature of the American Revolution and its consequences.

5 – U3.2.1 Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.

5 – U3.2.2 Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.

5 – U3.2.3 Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the war.

5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries).

U3.3 Creating New Government(s) and a New Constitution

Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.

5 – U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation.

5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation.

Examples may include but are not limited to: lack of national army, competing currencies, reliance on state governments for money.

5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written.

5 – U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution.

Examples may include but are not limited to: the Great Compromise, the Three-Fifths Compromise.

5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government.

Examples may include but are not limited to: fear of a strong executive, representative government, and the importance of individual rights.

5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution.

Examples may include but are not limited to: the Tenth Amendment, enumerated powers, reserved powers.

5 – U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.

5 – U3.3.8 Describe the rights of individuals protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution.

PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)

P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

5 – P3.1.1 Identify contemporary public issues related to the U.S. Constitution and their related factual, definitional, and ethical questions.

5 – P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the U.S. Constitution and evaluate alternative resolutions.

5 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on contemporary Constitutional issues in the United States.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

5 – P3.3.1 Compose a short essay expressing a position on a contemporary public-policy issue related to the Constitution and justify the position with a reasoned argument.

P4.2 Civic Participation

Act constructively to further the public good.

5 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

5 – P4.2.2 Participate in projects to help or inform others.

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