

4th GRADE GLCEs CORRELATION FOR *OUR MICHIGAN ADVENTURE!* • green cover •

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HISTORY

H3 History of Michigan (Beyond Statehood)

Use historical thinking to understand the past

4H3.0.1 Use historical inquiry questions to investigate the development of Michigan's major economic activities from statehood to present.

- 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?

Agriculture 232-236

Mining 131-132, 136-142

Manufacturing 219-230

Logging 143-150

Tourism 253-261

Technology 222, 227

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

Hopewell 27-30

Mining 139

The Great Migration 182

Pioneer/Native American interaction 102-106

Immigrants 237-249

4H3.0.3 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.

Autos 173-183, 222-223

Baby food 224

Breakfast food 224

Chemicals 226-227

Copper 132-133, 136-140

Furniture 227-228

Iron 129, 132-133, 140-142

Logging 143-150

4H3.0.4 Draw upon stories, photos, artifacts and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g. 1837-1900. 1900-1950. 1950-2000).

- 1837-1900 - Pioneers 100-106; Slavery 116-124; Child labor 151-156; Communications 169-172; Immigrants-French 240; Germans 240; Irish 243; Dutch 244; Polish 244; Italians 248; Swedish 248; Finnish 248
- 1900-1950 - Early Industry 173-183; Immigrants-Arab Americans 249; Hispanic 245-246; World War I 185-188; Women's Suffrage 189-190; Great Depression 192-198; Labor Unions 197-199; World War II 203-206; post War 207-209
- 1950-2012 - Civil Rights 211-213; Industrial Growth 226-230; Immigration- Japanese 250

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

- Copper/Iron 140
- Logging 148-150
- Automobiles 193, 229
- Agriculture 106, 131, 235
- Breakfast Cereal 224, 229

4H3.0.6 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.

- 999** Race – 173, 177
- Formation of car companies 178-183
- Labor Unions 197-200

4H3.0.7 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.

- Abolitionists; Sojourner Truth; Laura Haviland; Crosswhites 116-124
- Erastus Hussey (newspaper owner) 125-126

4H3.0.8 Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G, C, E)

- Ecosystem – 23-25
- Trees – 149
- CCC and WPA - 193-195

4H3.0.9 Create time lines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future.

- Time lines already in the book for the years 1930- to date – 176, 200, 287

GEOGRAPHY

4G2.0.2 Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.

These references can help with comparisons 2-8, 17, 68, 87, 89, 108, 189, 238, 252-253

4G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.

westward migration within the U.S. 102-103

why ethnic groups moved here 238-250

4G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.

immigration to Michigan 237-250

4G5.0.1 Assess the positive and negative impacts of human activities on the physical environment of the United States.

gives Michigan examples 24-25, 100-101, 106-107, 147-149, 209-210

CIVICS AND GOVERNMENT & PUBLIC ISSUES

4C3.0.4 Describe how the powers of the national government are separated among the branches.

same as the Michigan examples 272-280

4C5.0.1 Explain responsibilities of citizenship (initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).

being informed and attentive to public issues 277-278

voting 283-285

4P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue on the United States.

water use issues 16

beverage container deposit laws 279-281

4P3.3.1 Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

water use issues 16

beverage container deposit laws 279-281