



Bringing History to Life™



Scan to learn more.

Lesson Guide and Applicable Michigan Social Studies Standards and Content Expectations for 2nd and 3rd Grades

FERNDALE, MICHIGAN: RETAIL STORES (1928)

The focus of this *TimeShift* episode takes students on a virtual field trip to 1920s Ferndale, Michigan. Viewers examine the transformation of a city block in pictures, maps, and graphs. It is a journey through time to examine how the innovative ideas of Barney Kroger and Frank W. Woolworth changed the way people shopped.

Both businessmen focused on one-stop shopping and convenience. Kroger was the originator of the modern grocery store, where a consumer could purchase meat, bread, and produce in one store - a novel idea, one century ago. Likewise, Woolworth and his *Five and Ten Cent Stores* provided many items for families and their homes at a set price, which paved the way for today's dollar stores.

Additionally, the episode examines the effects of Detroit's growing auto industry and its transformative impact on the area. With rapid population growth and a vote of its citizens, Ferndale progressed from a village to a city in 1927.

Applicable Social Studies Standards

- *Living and Working Together*
- *Michigan History*
- *Market Economy*
- *Purposes of Government*
- *Civic Participation*
- *The World in Spatial Terms*
- *Human Systems*

Applicable Michigan Social Studies Standards and Content Expectations for 2nd and 3rd Grades

HISTORY

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 – H2.0.3 Explain how individuals and groups have made significant historical changes.

2 – H2.0.4 Describe changes in the local community over time.

2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources.

H3 The History of Michigan

3 – H3.0.1 Identify questions historians ask in examining the past in Michigan.

ECONOMICS

E1 Market Economy

2 – E1.0.2 Describe how businesses in the local community meet economic wants of consumers.

2 – E1.0.4 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).

3 – E1.0.1 Using a Michigan example, explain how scarcity, choice, and opportunity cost affect what is produced and consumed.

3 – E1.0.2 Identify incentives that influence economic decisions people make in Michigan.

CIVICS AND GOVERNMENT

C2 Democratic Values and Constitutional Principles of American Government

3 – C2.0.1 Describe how the Michigan state government reflects the principle of representative government.

C5 Civic Participation

2 – C5.0.1 Identify ways in which people participate in community decisions.

GEOGRAPHY

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.

2 – G1.0.3 Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state.

3 – G1.0.1 Use cardinal directions (north, south, east, west) to describe the relative locations of significant places in the immediate environment.

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

G4 Human Systems

2 – G4.0.1 Describe land use in the community

3 – G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture, forestry, manufacturing, services and tourism, and research and development, and explain the factors influencing the location of these economic activities.

3 – G4.0.2 Describe diverse groups that have migrated into a region of Michigan and reasons why they came (push/pull factors).