



America's Greatest History Attraction

CURRICULUM CONNECTIONS

Flexing For The Future

(<http://www.thehenryford.org/events/flexingForTheFuture.aspx>)

Facilitated Activity at Ford Rouge Factory Tour. During this 10-minute assembly line activity, visitors work together to discover the teamwork and flexibility of the modern moving assembly line.

Michigan Social Studies Grade Level Content Expectations

Grade 1

H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.

Grade 2

H2.0.3 Use an example to describe the role of the individual in creating history.

H2.0.4 Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).

Grade 4

H3.0.1 Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) 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?

H3.0.5 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.

H3.0.6 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.

E1.0.5 Explain how specialization and division of labor increase productivity (e.g., assembly line).

Michigan Social Studies High School Content Expectations

United States History & Geography

6.1.5 A Case Study of American Industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining

- the impact of resource availability
- entrepreneurial decision making by Henry Ford and others
- domestic and international migrations
- the development of an industrial work force
- the impact on Michigan
- the impact on American society

9.1.1 Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication

Economics

1.1.1 Scarcity, Choice, Opportunity Costs, and Comparative Advantage – Using examples, explain how scarcity, choice, opportunity costs affect decisions that households, businesses, and governments make in the market place and explain how comparative advantage creates gains from trade.

1.2.3 Investment, Productivity and Growth – Analyze the role investments in physical (e.g., technology) and human capital (e.g., education) play in increasing productivity and how these influence the market.

National Curriculum Standards for Social Studies

Strands

VII Production, Distribution, and Consumption

VIII Science, Technology, and Society