



America's Greatest History Attraction

CURRICULUM CONNECTIONS

Life of an Inventor

(<http://www.thehenryford.org/education/ResourceBankDetail.aspx?resourceID=452>)

Self-guided itinerary. Focus on inventors and the characteristics they share by visiting the workshops and homes of Thomas Edison, Henry Ford and Wilbur and Orville Wright. Enrich your field trip experience with these “for the teachers, by the teachers” itineraries created by The Henry Ford 2009 Teacher Fellows.

Michigan Social Studies Grade Level Content Expectations

Grade 3

- H3.0.1** Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)
- H3.0.8** Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.

Michigan English Language Arts Grade Level Content Expectations

Grade 3

- W.GN.03.03** Write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.
- W.GN.03.04** Use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.
- W.PR.03.02** Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast).
- L.CN.03.02** Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

Grade 4

- W.GN.04.04** Use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.
- W.PR.04.02** Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).
- W.PR.04.03** Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.
- W.PR.04.04** Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).
- W.PR.04.05** Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.

L.CN.04.01 Ask substantive questions of the speaker that will provide additional elaboration and details.

Grade 5

W.GN.05.04 Use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis.

W.PR.05.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).

W.PR.05.03 Draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent, mechanically sound paragraphs when writing compositions.

W.PR.05.04 Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve organization and flow of ideas (e.g., position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs).

L.CN.05.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

L.CN.05.03 Listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.