



America's Greatest History Attraction

CURRICULUM CONNECTIONS

The Life of Henry Ford

<http://www.thehenryford.org/exhibits/hf/default.asp>

Online exhibit. Information on the life and work of Henry Ford. Also includes a history of Ford Motor Company.

Michigan Science Grade Level & High School Content Expectations

Grade 3

S.RS.03.19 Describe how people have contributed to science throughout history and across cultures.

Grade 4

S.RS.04.19 Describe how people have contributed to science throughout history and across cultures.

Grade 5

S.RS.05.19 Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

Grade 6

S.RS.06.19 Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

Grade 7

S.RS.07.19 Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

Michigan Social Studies Grade Level & High School Content Expectations

Grade 2

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

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.

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. (C, E)

- 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?

H3.0.6

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).

Grade 6

H1.2.5

Identify the role of the individual in history and the significance of one person's ideas.

Grade 7

H1.2.6

Identify the role of the individual in history and the significance of one person's ideas.

Grades 9-12 - U.S. History & Geography

6.1.1

Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including

- organizational “revolution” (e.g., development of corporations and labor organizations)
- technological advances

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
- the development of an industrial work force
- the impact on Michigan
- the impact on American society

Economics

1.1.2

Entrepreneurship – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career.

1.2.1

Business Structures – Compare and contrast the functions and constraints facing economic institutions including small and large businesses, labor unions, banks, and households.

1.2.2

Price in the Market– Analyze how prices send signals and provide incentives to buyers and sellers in a competitive market.

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.

Michigan Content Standards Arts Education

Standard 5 All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and other disciplines; between the arts and everyday life.

National Science Content Standards

History and nature of science

National Curriculum Standards for Social Studies

Strands

- II** Time, Continuity, and Change
- VII** Production, Distribution, and Consumption

National Curriculum Standards for History 5-12

- Era 6** The Development of an Industrial, Urban and Global United States
- Era 7** The Great Depression and WWII
- Era 8** Post-WWII United States
- Era 9** America in a new global age