



America's Greatest History Attraction

## CURRICULUM CONNECTIONS

### The Lives of Orville and Wilbur Wright

(<http://www.thehenryford.org/exhibits/wright/default.asp>)

Online exhibit. Information on the life and work of Orville and Wilbur Wright.

#### **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**

**H3.0.8** Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.

## **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

## **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