

Connections to National and Michigan Standards and Expectations

Michigan High School Content Expectations

United States History and Geography (USHG)

USHG 6.1.3

Urbanization – Analyze the changing urban and rural landscape by examining

- resulting tensions among and within groups
- different perspectives about immigrant experiences in the urban setting

USHG 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

- domestic and international migrations
- the development of an industrial workforce
- the impact on Michigan
- the impact on American society

USHG 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, international competition, new sources of production, energy issues and mass communication.

World History and Geography (WHG)

WHG 6.1.2

Worldwide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans during this era (18th century to 1914), including the impact of industrialism and scientific advances on worldwide demographic trends.

Economics (E)

E 2.1.9

American Economy in the World – Analyze the changing relationship between the American economy, and the global economy including but not limited to the increasing complexity of American economic activity (e.g., outsourcing, off-shoring, and supply-chaining) generated by the expansion of the global economy.

English Language Arts

CE 2.1.3

Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.2.3

Interpret the meaning of written, spoken and visual texts by drawing on different cultural, theoretical and critical perspectives.

CE 2.3.4

Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).

Continued...

Connections to National and Michigan Standards and Expectations Continued

Michigan Merit Curriculum English Language Arts (ELA)

9-12 ELA

Dispositions and Essential Questions

- What influence do class, religion, language and culture have on my relationships and my decisions?

National History Standards

for Grades 5-12 United States

Era 6: The Development of the Industrial United States (1870-1900)

Standard 1

How the rise of corporations, heavy industry, and mechanized farming transformed the American people.

Standard 1B

The student understands the rapid growth of cities and how urban life changed.

Therefore, the student is able to

- Trace the migration of people from farm to city and their adjustment to urban life.
[Appreciate historical perspectives]

Standard 2

Massive immigration after 1870 and how new social patterns, conflicts and ideas of national unity developed amid growing cultural diversity.

Standard 2A

The student understands the sources and experiences of the new immigrants.

Therefore, the student is able to

- Trace patterns of immigrant settlement in different regions of the country and how new immigrants helped produce a composite American culture that transcended group boundaries.
[Reconstruct patterns of historical succession and duration]
- Assess the challenges, opportunities and contributions of different immigrant groups.
[Examine historical perspectives]
- Evaluate the role of public and parochial schools in integrating immigrants into the American mainstream. [Analyze cause-and-effect relationships]

Standard 3

The rise of the American labor movement and how political issues reflected social and economic changes.

Standard 3A

The student understands how the “second industrial revolution” changed the nature and conditions of work.

Therefore, the student is able to

- Explain the change from workshop to factory and how it altered the worker’s world. [Analyze cause-and-effect relationships]
- Account for employment in different regions of the country as affected by gender, race, ethnicity and skill.
[Formulate historical questions]

Lesson 1 Finding Jobs, Finding Problems

Michigan High School Content Expectations

United States History and Geography (USHG)

USHG 6.1.3

Urbanization – Analyze the changing urban and rural landscape by examining

- resulting tensions among and within groups
- different perspectives about immigrant experiences in the urban setting

USHG 6.1.4

Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution and density of the American population, and analyze their causes, including immigration, the Great Migration and urbanization.

USHG 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

- domestic and international migrations
- the development of an industrial workforce
- the impact on Michigan
- the impact on American society

World History and Geography (WHG)

WHG 6.1.2

Worldwide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans during this era (18th century to 1914), including the impact of industrialism and scientific advances on worldwide demographic trends.

English Language Arts

CE 2.1.3

Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.3.4

Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).

Lesson 2 Ford's Solution

Michigan High School Content Expectations

United States History and Geography (USHG)

USHG 6.1.3

Urbanization – Analyze the changing urban and rural landscape by examining

- resulting tensions among and within groups
- different perspectives about immigrant experiences in the urban setting

USHG 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

- domestic and international migrations
- the development of an industrial workforce
- the impact on Michigan
- the impact on American society

World History and Geography (WHG)

WHG 6.1.2

Worldwide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans during this era (18th century to 1914), including the impact of industrialism and scientific advances on worldwide demographic trends.

English Language Arts

CE 2.1.3

Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.2.3

Interpret the meaning of written, spoken and visual texts by drawing on different cultural, theoretical, and critical perspectives.

CE 2.3.4

Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).

Lesson 3 Work Changes Again, 21st Century

Michigan High School Content Expectations

United States History and Geography (USHG)

USHG 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
- domestic and international migrations
 - the development of an industrial workforce
 - the impact on Michigan
 - the impact on American society

USHG 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, international competition, new sources of production, energy issues and mass communication.

Economics (E)

E 2.1.9

American Economy in the World – Analyze the changing relationship between the American economy and the global economy, including but not limited to the increasing complexity of American economic activity (e.g., outsourcing, offshoring and supply-chaining) generated by the expansion of the global economy.

English Language Arts

CE 2.1.3

Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.2.3

Interpret the meaning of written, spoken and visual texts by drawing on different cultural, theoretical and critical perspectives.

CE 2.3.4

Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).