



America's Greatest History Attraction

## CURRICULUM CONNECTIONS

### History Hunter: Investigating the Model T in Made in America at Henry Ford Museum

(<http://www.thehenryford.org/education/erb/ModelTatHFMHistoryHunter.pdf>)

Scavenger Hunt in Henry Ford Museum. Explore the exhibit "Made in America" through featured artifacts, drawing, vocabulary, and questions for writing and discussion. Includes a tip sheet for parents/teachers/chaperones.

#### Common Core State Standards

##### Grade 2

- RI.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8** Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.1** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

##### Grade 3

- RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- W.3.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

##### Grade 4

- RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

- RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

#### **Grade 5**

- RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
- W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

### **Michigan Social Studies Grade Level Content Expectations**

#### **Grade 3**

- G4.0.1** Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities.
- E1.0.4** Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.
- E3.0.1** Identify products produced in other countries and consumed by people in 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. (G, E)

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

**National Curriculum Standards for Social Studies**

2. Time, Continuity and Change

3. People, Places and Environments

7. Production, Distribution and Consumption

8. Science, Technology and Society

**21<sup>st</sup>-Century Skills**

Critical Thinking and Problem Solving

Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Communication and Collaboration

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts