



America's Greatest History Attraction

CURRICULUM CONNECTIONS

If I Had a Hammer

(http://www.thehenryford.org/education/pdf/teacherGuide_Hammer.pdf)

Free downloadable Teacher Guide to accompany If I Had a Hammer program in Henry Ford Museum. Includes pre- and post-visit activities and curriculum connections.

Michigan Mathematics Grade Level Content Expectations

Grade 4

- N.FL.04.08** Add and subtract whole numbers fluently.
- N.FL.04.34** Estimate the answers to calculations involving addition, subtraction, or multiplication.
- N.FL.04.36** Make appropriate estimations and calculations fluently with whole numbers using mental math strategies.
- M.UN.04.01** Measure using common tools and select appropriate units of measure.

Grade 5

- N.FL.05.05** Solve applied problems involving multiplication and division of whole numbers.

Michigan English Language Arts Grade Level Content Expectations

Grade 4

- L.CN.04.01** Ask substantive questions of the speaker that will provide additional elaboration and details.
- L.CN.04.02** 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.

Grade 5

- 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.

Grade 6

- L.CN.06.02** Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

Michigan Career and Employability Skills Standards

Strands

- 1** All students will apply basic communication skills (e.g., reading, writing, speaking, and listening), apply scientific and social studies concepts, perform mathematical processes, and apply technology in work-related situations.
- 5** All students will display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
- 6** All students will identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
- 7** All students will work cooperatively with people of diverse backgrounds and abilities, identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and will contribute to a group process with ideas, suggestions, and efforts.

National Principles and Standards for School Mathematics

Strands

Number and Operation
Measurement
Problem Solving
Communication
Connections

National Standards for the English Language Arts

Strands

- 4** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- 12** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).