



America's Greatest History Attraction

CURRICULUM CONNECTIONS

The Rouge: An Overview

(<http://www.thehenryford.org/education/ResourceBankDetail.aspx?resourceID=287>)

PowerPoint slideshow. A general overview of The Rouge from its establishment as the largest industrial complex in the world in the 20th century to its revitalization in the 21st century. Each image includes brief, background information. Many images include questions for further analysis, interpretation and discussion.

Michigan Social Studies Grade Level Content Expectations

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?

Grade 6

H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

H1.2.5 Identify the role of the individual in history and the significance of one person's ideas.

H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).

H1.4.2 Describe and use themes of history to study patterns of change and continuity.

Grade 7

- H1.2.1** Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- H1.2.6** Identify the role of the individual in history and the significance of one person's ideas.
- H1.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).
- H1.4.2** Describe and use themes of history to study patterns of change and continuity.

Michigan Social Studies High School Content Expectations

USHG

- 6.1.1** Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including
- gains from trade
 - organizational “revolution” (e.g., development of corporations and labor organizations)
 - advantages of physical geography
 - increase in labor through immigration and migration
 - economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller)
 - 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
 - domestic and international migrations
 - the development of an industrial work force
 - the impact on Michigan
 - the impact on American society

National Curriculum Standards for Social Studies

Strands

- II** Time, Continuity, and Change
- V** Individuals, Groups, and Institutions
- VII** Production, distribution, and consumption
- VIII** Science, technology, and society