

History and Common Core State Standards Alignment

The Henry Ford

America's Industrial Revolution

National History Standards

Grades K-4

- Standard 3D:** The student understands the interactions among all these groups throughout the history of his or her state. Therefore the student is able to:
- List in chronological order the major historical events that are part of the state's history.
 - Analyze the significance of major events in the state's history, their impact on people then and now, and their relationship to the history of the nation.
- Standard 3C:** The student understands the various other groups from regions throughout the world who came into his or her own state or region over the long-ago and recent past. Therefore the student is able to:
- Use a variety of visual data, fiction and nonfiction sources, and speakers to identify the groups that have come into the state or region and to generate ideas about why they came.
 - Examine photographs and pictures of people from the various racial and ethnic groups of varying socioeconomic status who lived in the state 100-200 years ago in order to hypothesize about their lives, feelings, plans, and dreams, and to compare ways in which their experiences were similar and different.
 - Draw upon census data and historical accounts in order to describe patterns and changes in population over a period of time in a particular city or town in the students' state or region.
- Standard 3E:** The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity. Therefore the student is able to:
- Analyze how the ideas of significant people affected the history of their state.

National Standards in World History

Grades 5-12

- 7.2.A :** The student understands the early industrialization and the importance of developments in England. Therefore the student is able to:
- Analyze relationships between the expanding world market economy of the 16th through 18th centuries and the development of industrialization.
 - Analyze connections between early industrialization and Britain's commercial relations with continental Europe, the Mediterranean, India, the Caribbean, and other world regions.
- 7.2.B:** The student understands how industrial economies expanded and societies experienced transformations in Europe and the Atlantic basin. Therefore the student is able to:
- Explain connections among population growth, industrialization, and urbanization and evaluate the quality of life in early 19th-century cities.
 - Explain how industrialization and urbanization affected class distinctions, family life, and the daily working lives of men, women, and children.
 - Analyze connections between industrialization and movements for political and social reform in England, Western Europe, and the United States.
 - Analyze connections between industrialization and the rise of new types of labor organizations and mobilization.

- 7.5.A:** The student understands connections between major developments in science and technology and the growth of industrial economy and society. Therefore the student is able to:
- Explain how new inventions, including the railroad, steamship, telegraph, photography, and internal combustion engine, transformed patterns of global communication, trade, and state power.
 - Analyze how new machines, fertilizers, transport systems, commercialization, and other developments affected agricultural production in various parts of the world.
 - Explain how new forms of generative power contributed to Europe’s “second industrial revolution” and compare the role of the state in different countries in directing or encouraging industrialization
 - Analyze factors that transformed the character of cities in various parts of the world.
- 7.6.A:** The student understands major global trends from 1750 to 1914. Therefore the student is able to:
- Describe major shifts in world population and urbanization in this era and analyze how such factors as industrialization, migration, changing diets, and scientific and medical advances affected worldwide demographic trends.
 - Compare industrialization and its social impact in Great Britain, France, Germany, the United States, Russia, Japan, or other countries.
 - Describe major patterns of long-distance migration of Europeans, Africans, and Asians and analyze causes and consequences of these movements.

National Standards in U.S. History

Grades 5-12

- 4.2.A:** The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development. Therefore the student is able to:
- Explain how the major technological developments that revolutionized land and water transportation arose and analyze how they transformed the economy, created international markets, and affected the environment.
 - Explain how economic policies related to expansion, including northern dominance of locomotive transportation, served different regional interests and contributed to growing political and sectional differences.
 - Analyze how the factory system affected gender roles and changed the lives of men, women, and children.
 - Evaluate the factory system from the perspectives of owners and workers and assess its impact on the rise of the labor movement in the antebellum period.
- 4.2.B:** The student understands the first era of American urbanization. Therefore the student is able to:
- Identify and explain the factors that caused rapid urbanization and compare the new industrialized centers with the old commercial cities.
 - Analyze how rapid urbanization, immigration, and industrialization affected the social fabric of early 19th-century cities.
 - Explain the growth of free African American communities in the cities and account for the rise of racial hostility.
- 4.2.C:** The student understands how antebellum immigration changed American society. Therefore the student is able to:
- Analyze the push-pull factors which led to increased immigration, for the first time from China but especially from Ireland and Germany.
 - Assess the connection between industrialization and immigration.
- 6.1.A:** The student understands the connections among industrialization, the advent of the modern corporation, and material well-being. Therefore the student is able to:

- Explain how organized industrial research produced technological breakthroughs, especially the Bessemer steel process, conversion to electrical power, and telephonic communication, and how these innovations transformed the economy, work processes, and domestic life.
 - Evaluate the careers of prominent industrial and financial leaders.
 - Examine how industrialization made consumer goods more available, increased the standard of living for most Americans, and redistributed wealth.
- 6.1.B:** The student understands the rapid growth of cities and how urban life changed. Therefore the student is able to:
- Explain how geographical factors and rapid industrialization created different kinds of cities in diverse regions of the country.
 - Trace the migration of people from farm to city and their adjustment to urban life.
- 6.1.C:** The student understands how agriculture, mining, and ranching were transformed. Therefore the student is able to:
- Explain how major geographical and technological influences, including hydraulic engineering and barbed wire, affected farming, mining, and ranching.
 - Explain how commercial farming differed in the Northeast, South, Great Plains, and West in terms of crop production, farm labor, financing, and transportation.
- 6.1.D:** The student understands the effects of rapid industrialization on the environment and the emergence of the first conservation movement. Therefore the student is able to:
- Analyze the environmental costs of pollution and the depletion of natural resources during the period 1870-1900.
 - Explain how rapid industrialization, extractive mining techniques, and the "gridiron" pattern of urban growth affected the scenic beauty and health of city and countryside.
- 6.2.A:** The student understands the sources and experiences of the new immigrants. Therefore the student is able to:
- Distinguish between the "old" and "new" immigration in terms of its volume and the immigrants' ethnicity, religion, language, place of origin, and motives for emigrating from their homelands.
 - 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.
 - Assess the challenges, opportunities, and contributions of different immigrant groups.
- 6.3.A:** 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.
 - Account for employment in different regions of the country as affected by gender, race, ethnicity, and skill.
 - Analyze how working conditions changed and how the workers responded to new industrial conditions.
 - Analyze the causes and consequences of the industrial employment of children.
- 6.3.B:** The student understands the rise of national labor unions and the role of state and federal governments in labor conflicts. Therefore the student is able to:
- Analyze how "reform unions" and "trade unions" differed in terms of their agendas for reform and for organizing workers by race, skill, gender, and ethnicity.
 - Explain the ways in which management in different regions and industries responded to labor organizing workers.
 - Analyze the causes and effects of escalating labor conflict.
 - Explain the response of management and government at different levels to labor strife in different regions of the country.

Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects

Reading Standards for Literacy in History/Social Studies 6–12

- RH.6-8.3** Identify key steps in a text’s description of a process related to history/social studies.
- RH.9-10.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- RH.11-12.4** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a.
- RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.9-10.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.
- RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.
- RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing Standards for Literacy in History/Social Studies, Science & Technical Subjects 6–12

- WHST.6-8.1** Write arguments focused on *discipline-specific content*.
- WHST.9-10.1** Write arguments focused on *discipline-specific content*.
- WHST.11-12.1** Write arguments focused on *discipline-specific content*.
- WHST.6-8.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.9-10.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.6-8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to

maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- WHST.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STATE LEVEL CONTENT EXPECTATIONS

Michigan Grade Level Content Expectations: Grade 4

- 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.
- 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?
- 4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.
- 4 – 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.
- 4 – H3.0.9 Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future.

Michigan Grade Level Content Expectations: Grade 8

- 8 – U6.1.1 America at Century's End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in
- population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America
 - systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society
 - governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act)
 - economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers

Michigan High School Content Expectations: World History

- 6.1.1 **Global Revolutions** – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce.
- 6.1.2 **World-wide Migrations and Population Changes** – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism, changing diets, and scientific advances on worldwide demographic trends.

- 6.1.3 **Increasing Global Interconnections** – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including
- the global spread of major innovations, technologies, and commodities via new global networks
- 6.1.4 **Changes in Economic and Political Systems** – Compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism).
- 6.2.3 **Industrialization** – Analyze the origins, characteristics and consequences of industrialization across the world by
- comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France
 - describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements
 - describing the environmental impacts of industrialization and urbanization

Michigan High School Content Expectations: U.S. History

- F2.1 Describe the major trends and transformations in American life prior to 1877 including
- changing political boundaries of the United States
 - regional economic differences and similarities, including goods produced and the nature of the labor force
 - changes in the size, location, and composition of the population
 - patterns of immigration and migration
 - development of cities
 - changes in commerce, transportation, and communication
- 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”
 - advantages of physical geography
 - increase in labor through immigration and migration
 - economic policies of government and industrial leaders
 - technological advances
- 6.1.2 **Labor’s Response to Industrial Growth** – Evaluate the different responses of labor to industrial change including
- development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers
- 6.1.3 **Urbanization** – Analyze the changing urban and rural landscape by examining
- the location and expansion of major urban centers
 - the growth of cities linked by industry and trade
 - the development of cities divided by race, ethnicity, and class
 - resulting tensions among and within groups
 - different perspectives about immigrant experiences in the urban setting
- 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.
- 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 (*National Geography Standard 16, p. 216*)
 - entrepreneurial decision making by Henry Ford and others
 - domestic and international migrations (*National Geography Standard 9, p. 201*)
 - the development of an industrial work force
 - the impact on Michigan

6.3.1

- the impact on American society

Social Issues – Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).