



America's Greatest History Attraction

## CURRICULUM CONNECTIONS

### Expert Insight on Henry Ford

<http://www.thehenryford.org/education/ResourceBankDetail.aspx?resourceID=496>

Video interview with curator Bob Casey and article on Henry Ford, founder of Ford Motor Company, inventor of the Model T and innovator of the moving assembly line

### Michigan Social Studies Grade Level Content Expectations

#### Grade 2

**H2.0.3** Use an example to describe the role of the individual in creating history.

#### Grade 3

**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.

- 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.

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

#### 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).

**H1.2.5** 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).

## **Michigan Social Studies High School Content Expectations**

### **United States History and Geography**

**6.1.1** Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including

- organizational “revolution” (e.g., development of corporations and labor organizations)
- increase in labor through immigration and migration (*National Geography Standard 9, p. 201*)
- 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 (*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
- the impact on American society

**6.2.3** Domestic Impact of WWI – Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties

### **Economics**

**1.1.2** Entrepreneurship – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career.

**1.2.1** Business Structures – Compare and contrast the functions and constraints facing economic institutions including small and large businesses, labor unions, banks, and households.

**1.2.2** Price in the Market– Analyze how prices send signals and provide incentives to buyers and sellers in a competitive market.

- 1.2.3** Investment, Productivity and Growth – Analyze the role investments in physical (e.g., technology) and human capital (e.g., education) play in increasing productivity and how these influence the market.

### **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