CURRICULUM CONNECTIONS

History Hunter:
Investigating Environmental Innovations at Ford Rouge Factory Tour

(http://www.thehenryford.org/education/erb/EnvironmentalInnovationsHistoryHunter.pdf)

Scavenger hunt at the Ford Rouge Factory Tour. Explore the Ford Rouge Factory Tour 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.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Next Generation Science Standards

Grade 5

5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Michigan Social Studies Grade Level Content Expectations

Grade 2

H2.0.4 Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).

G5.0.1 Suggest ways people can responsibly interact with the environment in the local community.

G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.

Grade 3

E1.0.4 Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.
G5.0.2 Describe how people adapt to, use, and modify the natural resources 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?

G5.0.1 Assess the positive and negative effects of human activities on the physical environment of the United States.

Michigan Science Grade Level Content Expectations

Grade 2
S.IA.02.12 Share ideas about science through purposeful conversation.
S.RS.02.16 Identify technology used in everyday life.
E.FE.02.21 Describe how rain collects on the surface of the Earth and flows downhill into bodies of water (streams, rivers, lakes, oceans) or into the ground.

Grade 3
S.IA.03.12 Share ideas about science through purposeful conversation in collaborative groups.
S.RS.03.16 Identify technology used in everyday life.
S.RS.03.17 Identify current problems that may be solved through the use of technology.
S.RS.03.18 Describe the effect humans and other organisms have on the balance of the natural world.
E.ES.03.43 Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal).
E.ES.03.51 Describe ways humans are dependent on the natural environment (forests, water, clean air, Earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry).
E.ES.03.52 Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land management, renewable, and non-renewable resources).

Grade 4
S.IA.04.12 Share ideas about science through purposeful conversation in collaborative groups.
S.RS.04.16 Identify technology used in everyday life.
S.RS.04.17 Identify current problems that may be solved through the use of technology.
S.RS.04.18 Describe the effect humans and other organisms have on the balance of the natural world.

Grade 5
S.IA.05.12 Evaluate data, claims, and personal knowledge through collaborative science discourse.

S.RS.05.17 Describe the effect humans and other organisms have on the balance in the natural world.

National Curriculum Standards for Social Studies

2. Time, Continuity and Change
5. Individuals, Groups and Institutions

21st-Century Skills

Creativity and Innovation

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)

Critical Thinking and Problem Solving

Make Judgments and Decisions

- 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 context