



America's Greatest History Attraction

CURRICULUM CONNECTIONS

Henry's Assembly Line

<http://www.thehenryford.org/events/henrysAssembly.aspx>

Facilitated Activity in Henry Ford Museum. Visitors assemble miniature wooden Model Ts using station and moving assembly line methods. 20-minute program.

Michigan Social Studies Grade Level Content Expectations

Grade 1

H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.

Grade 2

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

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

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?

H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past.

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).

Michigan Social Studies High School Content Expectations

United States History & 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
- gains from trade
 - 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
- 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

Economics

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

National Curriculum Standards for Social Studies

Strands

- II** Time, Continuity, and Change
VII Production, Distribution, and Consumption
VIII Science, Technology, and Society