



America's Greatest History Attraction

CURRICULUM CONNECTIONS

America's Industrial Revolution: Past, Present and Future

(http://www.thehenryford.org/education/pdf/air_PastPresentFuture4-6.pdf)

Self-guided field trip to both Greenfield Village and Ford Rouge Factory Tour. Transition from 18th and 19th century small farms and shops to today's large industrial complexes like the Rouge. Meets curriculum requirements for grades 4-6.

Michigan Social Studies Grade Level Content Expectations

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?
- H3.0.2** Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.
- 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.
- G5.0.1** Assess the positive and negative effects of human activities on the physical environment of the United States.
- E1.0.5** Explain how specialization and division of labor increase productivity (e.g., assembly line).

Grade 6

- 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.
- H1.4.3** Use historical perspective to analyze global issues faced by humans long ago and today.

- G5.1.1** Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).
- G5.1.2** Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).

National Curriculum Standards for Social Studies

Strands

- I** Culture
- II** Time, continuity, and change
- IV** Individual development and identity
- VII** Production, distribution, and consumption
- VIII** Science, technology, and society