



America's Greatest History Attraction

## CURRICULUM CONNECTIONS

### Explore the Model T in Greenfield Village

([http://www.thehenryford.org/exhibits/modelt/pdf/ModelTHeritageSelfGuidedTour\\_gv.pdf](http://www.thehenryford.org/exhibits/modelt/pdf/ModelTHeritageSelfGuidedTour_gv.pdf))

Self-guided Itinerary. Explore artifacts, exhibits and sites associated with the development of the Model T; includes in-depth information and questions.

### 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.

##### **H2.0.4**

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

#### **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**

##### **H3.0.5**

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).

#### **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.

#### **Grade 6**

##### **H1.2.2**

Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

##### **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**

**H1.2.2** Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

**H1.2.6** 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.

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

### **U.S. 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

- 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

## **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