



America's Greatest History Attraction

CURRICULUM CONNECTIONS

Family and Community Life

<http://www.thehenryford.org/education/ResourceBankDetail.aspx?resourceID=444>

Self-guided itinerary. Focus on buildings in Greenfield Village that highlight aspects of family and community life. Enrich your field trip experience with these new “for the teachers, by the teachers” itineraries created by the Henry Ford 2009 Teacher Fellows.

Michigan Social Studies Grade Level Content Expectations

Kindergarten

- H.2.0.4** Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).
- G.1.0.1** Recognize that maps and globes represent places.
- G2.0.1** Identify and describe places in the immediate environment (e.g., classroom, home, playground).
- G5.0.1** Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).
- C2.0.3** Describe fair ways for groups to make decisions.
- C5.0.1** Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).
- E1.0.2** Distinguish between goods and services.
- E1.0.3** Recognize situations in which people trade.

Grade 1

- H2.0.5** Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.
- H2.0.6** Compare life today with life in the past using the criteria of family, school, jobs, or communication.
- G2.0.1** Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.
- G4.0.1** Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.
- G5.0.1** Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).
- C2.0.1** Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).
- C5.0.1** Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).
- C5.0.2** Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).

- E1.0.1** Distinguish between producers and consumers of goods and services.
- E1.0.2** Describe ways in which families consume goods and services.
- E1.0.4** Describe reasons why people voluntarily trade.
- E1.0.5** Describe ways in which people earn money (e.g., providing goods and services to others, jobs).
- E1.0.6** Describe how money simplifies trade.

- Grade 2**
- H2.0.4** Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
- H2.0.6** Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).
- G1.0.2** Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.
- G2.0.1** Compare the physical and human characteristics of the local community with those of another community.
- G2.0.2** Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).
- G4.0.3** Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.
- G5.0.2** Describe positive and negative consequences of changing the physical environment of the local community.
- C2.0.1** Explain how local governments balance individual rights with the common good to solve local community problems.
- C3.0.2** Use examples to describe how local government affects the lives of its citizens.
- C3.0.3** Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).
- C5.0.2** Distinguish between personal and civic responsibilities and explain why they are important in community life.
- E1.0.2** Identify businesses in the local community.
- E1.0.3** Describe how businesses in the local community meet economic wants of consumers.
- E1.0.5** Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.