



America's Greatest History Attraction

CURRICULUM CONNECTIONS

American Democracy and Civil Rights During the Industrial Revolution Lesson Plans

(<http://www.thehenryford.org/education/erb/AmericanDemocracy&CivilRightsDuringIndustrialRevolution.pdf>)

Lesson plans. Select lesson plans that most directly support The Henry Ford's educational theme "American Democracy and Civil Rights." Created by participants in the National Endowment for the Humanities Landmarks of American History and Culture Workshops for School Teachers: America's Industrial Revolution at The Henry Ford, 2009, 2010, 2011.

Michigan Social Studies Grade Level Content Expectations

Grade 8

U4.2.1

Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of

- agriculture, including changes in productivity, technology, supply and demand, and price
- industry, including entrepreneurial development of new industries, such as textiles
- the labor force including labor incentives and changes in labor forces
- transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices
- immigration and the growth of nativism
- race relations
- class relations

U5.2.2

Make an argument to explain the reasons why the North won the Civil War by considering the

- critical events and battles in the war
- the political and military leadership of the North and South the respective advantages and disadvantages, including geographic, demographic, economic and technological

U5.2.5

Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.

Grades 9-12 – US 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)
- advantages of physical geography
- increase in labor through immigration and migration
- economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller)
- technological advances

Grades 9-12 – World History & Geography

6.2.3 Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by

- comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France
- describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements
- describing the environmental impacts of industrialization and urbanization

National Historical Thinking Standards 5-12

Standard 3 Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries.

National United States History Content Standards 5-12

Era 2

Standard 2 Colonization and settlement (1585-1763)