



America's Greatest History Attraction

CURRICULUM CONNECTIONS

Family and Community Life During the Industrial Revolution Lesson Plans

<http://www.thehenryford.org/education/erb/Family&CommunityLifeDuringIndustrialRevolution.pdf>

Lesson plans. Select lesson plans that most directly support The Henry Ford's educational theme "Family and Community Life." 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 2

- H2.0.4** Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
- E1.0.4** Describe the natural, human, and capital resources needed for production of a good or service in a 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.

Grade 5

- U2.3.2** Describe the daily life of people living in New England, Middle, and Southern Colonies (National Geography Standards 14 and 15)
- U2.3.3** Describe colonial life in America from the perspectives of 3 different groups of people. (National Geography Standard 6)

Grade 6

- W.1.2.3** Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).
- G2.2.2** Explain that communities are affected positively or negatively by changes in technology.
- H1.2.1** Explain how historians use a variety of sources to explore the past.

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

Grades 9-12 – Economics

- E 1.1.2** Entrepreneurship – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career.
- E 1.2.2** Price in the Market – Analyze how prices send signals and provide incentives to buyers and sellers in a competitive market.
- E 1.2.3** Investment, Productivity and Growth – Analyze the role investments in physical (e.g., technology) and human capital (e.g., education) play in increasing productivity and how these influence the market.
- E 2.1.1** Income – Describe how individuals and businesses earn income by selling productive resources.

Michigan English Language Arts Grade Level & High School Content Expectations

- STANDARD 1.4** Develop and use the tools and practices of inquiry and research generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.
- STANDARD 1.5** Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style,

and/or visual representation for each work (e.g., poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).

STANDARD 2.2

Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).

STANDARD 3.3 Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.