



America's Greatest History Attraction

## CURRICULUM CONNECTIONS

### Ford Motor Company Chronology

(<http://www.thehenryford.org/exhibits/fmc/chrono.asp>)

Online exhibit. Timeline of the history of Ford Motor Company.

#### Michigan Science Grade Level & High School Content Expectations

##### Grade 3

**S.RS.03.19** Describe how people have contributed to science throughout history and across cultures.

##### Grade 4

**S.RS.04.19** Describe how people have contributed to science throughout history and across cultures.

##### Grade 5

**S.RS.05.19** Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

##### Grade 6

**S.RS.06.19** Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

##### Grade 7

**S.RS.07.19** Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

#### Michigan Social Studies Grade Level & High School Content Expectations

##### Grade 2

**H2.0.3** Use an example to describe the role of the individual in creating history.

##### Grade 3

**H3.0.1** Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)

**H3.0.8** Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.

## **Grade 4**

### **H3.0.1**

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. (C, E)

- 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?

### **H3.0.6**

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.

## **Grade 7**

### **H1.2.6**

Identify the role of the individual in history and the significance of one person's ideas.

## **Grades 9-12 - 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

- organizational “revolution” (e.g., development of corporations and labor organizations)
- 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

- the impact of resource availability
- entrepreneurial decision making by Henry Ford and others
- the development of an industrial work force
- the impact on Michigan
- the impact on American society

### **9.1.1**

Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication.

## **Economics**

### **1.1.2**

Entrepreneurship – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career.

### **1.2.1**

Business Structures – Compare and contrast the functions and constraints facing economic institutions including small and large businesses, labor unions, banks, and households.

### **1.2.2**

Price in the Market – Analyze how prices send signals and provide incentives to buyers and sellers in a competitive market.

- 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.

### **Michigan Content Standards Arts Education**

- Standard 5** All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and other disciplines; between the arts and everyday life.

### **National Science Content Standards**

History and nature of science

### **National Curriculum Standards for Social Studies**

#### **Strands**

- II** Time, Continuity, and Change  
**VII** Production, Distribution, and Consumption

### **National Curriculum Standards for History 5-12**

- Era 6** The Development of an Industrial, Urban and Global United States  
**Era 7** The Great Depression and WWII  
**Era 8** Post-WWII United States  
**Era 9** America in a new global age