

Connections to National and Michigan Standards and Expectations

Michigan High School Content Expectations

United States History and Geography (USHG)

USHG 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
 - domestic and international migrations
 - the development of an industrial workforce
 - the impact on Michigan
 - the impact on American society

USHG 7.1.1

- The Twenties – Identify and explain the significance of the cultural changes and tensions in the “Roaring Twenties,” including
- the struggle between “traditional” and “modern” America (e.g., role of women, mass consumption) (National Geography Standard 10, p. 203)]

USHG 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. (National Geography Standard 11, p. 206)

Economics (E)

E 1.1.2

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

E 3.2.5

The Global Economy and the Marketplace – Analyze and describe how the global economy has changed the interaction of buyers and sellers, such as in the automobile industry. (National Geography Standard 13, p. 210)

World History and Geography (WHG)

WHG 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.

Continued...

Connections to National and Michigan Standards and Expectations Continued

English Language Arts

CE 2.1.3

Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.2.3

Interpret the meaning of written, spoken and visual texts by drawing on different cultural, theoretical and critical perspectives.

CE 2.3.4

Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).

Michigan Merit Curriculum English Language Arts (ELA)

9-12 ELA

Dispositions and Essential Questions

- 11 How will I know when to risk failure for possible success?
- 11 How can I generate new ideas for solving problems?
- 11 How can I invent new opportunities?

- 11 What are the trade-offs for technological advances?
- 12 What can I do to avoid repeating mistakes made in history?
- 12 How can I create the world I want to live in?

National History Standards for Grades 5-12 United States

Era 6: The Development of the Industrial United States (1870-1900)

Standard 1

How the rise of corporations, heavy industry and mechanized farming transformed the American people.

Standard 1A

The student understands the connections among industrialization, the advent of the modern corporation, and material well-being.

Therefore, the student is able to:

- Explain how organized industrial research produced technological breakthroughs, especially the Bessemer steel process, conversion to electrical power and telephonic

- communication, and how these innovations transformed the economy, work processes and domestic life. [Utilize quantitative data]
- Compare various types of business organizations in production and marketing. [Compare and contrast differing sets of ideas]
- Evaluate the careers of prominent industrial and financial leaders. [Assess the importance of the individual in history]
- Examine how industrialization made consumer goods more available, increased the standard of living for most Americans and redistributed wealth. [Utilize quantitative data]
- Compare the ascent of new industries today with those of a century ago. [Hypothesize the influence of the past]

Continued...

Connections to National and Michigan Standards and Expectations Continued

Standard 1D

The student understands the effects of rapid industrialization on the environment and the emergence of the first conservation movement.

Therefore, the student is able to:

- Analyze the environmental costs of pollution and the depletion of natural resources during the period 1870–1900. [Utilize visual and mathematical data]
- Explain how rapid industrialization, extractive mining techniques and the “gridiron” pattern of urban growth affected the scenic beauty and health of city and countryside. [Analyze multiple causation]

Standard 3

The rise of the American labor movement and how political issues reflected social and economic changes.

Standard 3A

The student understands how the “second industrial revolution” changed the nature and conditions of work.

Therefore, the student is able to

- Explain the change from workshop to factory and how it altered the worker’s world. [Analyze cause-and-effect relationships]

- Analyze how working conditions changed and how the workers responded to new industrial conditions. [Explain historical continuity and change]

Era 7: The Emergence of Modern America (1890-1930)

Standard 3

How the United States changed from the end of World War I to the eve of the Great Depression.

Standard 3B

The student understands how a modern capitalist economy emerged in the 1920s.

Therefore, the student is able to

- Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances and radio, continued to transform production, work and daily life. [Examine the influence of ideas]
- Examine the changes in the modern corporation, including labor policies and the advent of mass advertising and sales techniques. [Analyze cause-and-effect relationships]

National English

Language Arts Standards

3. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics).
7. Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and non–print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Lesson 1 Innovation

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English Language Arts

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Lesson 2

Case Study of an Innovator: Henry Ford

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Lesson 3

Case Study of an Innovation: The Moving Assembly Line and the Industrial Workforce

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Lesson 4

Case Study of Social Change: Mass Advertising and Consumption in the 1920s

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Lesson 5

Society Changes, Both Intentionally and Unintentionally

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Lesson 5 Continued

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Lesson 6

Innovating: Past, Present and Future

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