

Connections to National and Michigan Standards and Expectations

Michigan Grade Level Content Expectations

Social Studies

3 H3.0.2
Explain how historians use primary and secondary sources to answer questions about the past.

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

3 E1.0.4
Describe how entrepreneurs combine natural, human and capital resources to produce goods and services in Michigan.

4 H3.0.1
Use historical inquiry questions to investigate the development of Michigan’s major economic activities (manufacturing, technology) from statehood to present.

- 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?

4 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.

4 E1.0.5
Explain how specialization and division of labor increase productivity (e.g., assembly line).

4 E3.0.1
Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).

English Language Arts

3 R.CM.03.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

3 R.CM.03.02
Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

3 R.CM.03.03
Compare and contrast relationships among characters, events and key ideas within and across texts to create a deeper understanding, including a narrative to an informational text, a literature selection to a subject area text and a historical event to a current event.

3 L.RP03.03
Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to reflect, make connections, take a position and/or show understanding.

3 R.CM.03.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.

Continued...

English Language Arts Continued

3 S.DS.03.03

Respond to multiple text types by reflecting, making connections, taking a position and/or showing understanding.

3 W.GN.03.04

Use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.

4 W.GN.04.04

Use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.

4 R.CM.04.01

Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

4 R.CM.04.02

Retell through concise summarization grade-level narrative and informational text.

4 R.CM.04.03

Explain relationships among themes, ideas and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

4 R.CM.04.04

Apply significant knowledge from grade-level science, social studies and mathematics texts.

4 S.DS.04.03

Respond to multiple text types by reflecting, making connections, taking a position and/or showing deep understanding.

4 L.RP04.03

Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding.

5 R.CM.05.01

Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

5 R.CM.05.02

Retell through concise summarization grade-level narrative and informational text.

5 R.CM.05.03

Analyze global themes, universal truths and principles within and across text to create a deeper understanding by drawing conclusions, making inferences and synthesizing.

5 R.CM.05.04

Apply significant knowledge from grade-level science, social studies and mathematics texts.

5 L.RP05.03

Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding without major misconceptions.

5 S.DS.05.03

Respond to multiple text types by analyzing content, interpreting the message and evaluating the purpose.

5 W.GN.05.04

Use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis.

Continued...

Career and Employability Skills

4.1.

Identify a problem and explain it (i.e., why it is a problem, how it affects a situation, etc.).

4.2.

Identify ways to solve a problem. Then decide and explain which solution to use.

National History Standards

For Grades K-4

Topic One

Living and Working Together in Families and Communities, Now and Long Ago

Standard 2

The history of students' own local community and how communities in North America varied long ago.

Standard 2A

The student understands the history of his or her local community.

Therefore, the student is able to:

- Identify historical figures in the local community and explain their contributions and significance. [Assess the importance of the individual in history] (K-4)

Topic Two

The History of the Students' Own State or Region

Standard 3

The people, events, problems, and ideas that created the history of their state.

Standard 3D

The student understands the interactions among all these groups throughout the history of his or her state.

Therefore, the student is able to:

- Analyze the significance of major events in the state's history, their impact on people then and now, and their relationship to the history of the nation. [Analyze cause-and-effect relationships] (3-4)

Standard 3E

The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity.

Therefore, the student is able to:

- Analyze how the ideas of significant people affected the history of their state. [Assess the importance of the individual in history] (3-4)
- Draw upon a variety of sources to describe the unique historical conditions that influenced the formation of the state. [Obtain historical data] (3-4)

Topic Four

The History of Peoples of Many Cultures around the World

Standard 8

Major discoveries in science and technology, their social and economic effects, and the scientists and inventors responsible for them.

Standard 8A

The student understands the development of technological innovations, the major scientists and inventors associated with them, and their social and economic effects.

Therefore, the student is able to:

- Identify and describe the significant achievements of important scientists and inventors. [Assess the importance of the individual in history] (K-4)

Standard 8B

The student understands changes in transportation and their effects.

Therefore, the student is able to:

- Identify and describe the people who have made significant contributions in the field of transportation. [Assess the importance of the individual in history] (3-4)

Lesson 1 Henry Ford and the Beginnings of the Auto Industry

Michigan Grade Level Content Expectations

Social Studies

4 H3.0.1

Use historical inquiry questions to investigate the development of Michigan’s major economic activities (manufacturing, technology) from statehood to present.

- 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?

4 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.

English Language Arts

3 R.CM.03.04

Apply significant knowledge from grade-level science, social studies and mathematics texts.

3 L.RP.03.03

Respond to multiple text types listened to or viewed knowledge-ably by discussing, illustrating and/or writing in order to reflect, make connections, take a position and/or show understanding.

4 R.CM.04.04

Apply significant knowledge from grade-level science, social studies and mathematics texts.

4 L.RP.04.03

Respond to multiple text types listened to or viewed knowledge-ably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding.

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Apply significant knowledge from grade-level science, social studies and mathematics texts.

5 L.RP.05.03

Respond to multiple text types listened to or viewed knowledge-ably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding without major misconceptions.

Career and Employability Skills

4.1.

Identify a problem and explain it (i.e., why it is a problem, how it affects a situation, etc.).

4.2.

Identify ways to solve a problem. Then decide and explain which solution to use.

Lesson 2 Case Study with Primary Sources

Michigan Grade Level Content Expectations

Social Studies

- 3** H3.0.2
Explain how historians use primary and secondary sources to answer questions about the past.
- 3** H3.0.8
Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
- 4** H3.0.1
Use historical inquiry questions to investigate the development of Michigan’s major economic activities (manufacturing, technology) from statehood to present.
- 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?
- 4** 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.

English Language Arts

- 3** R.CM.03.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.
- 3** R.CM.03.03
Compare and contrast relationships among characters, events and key ideas within and across texts to create a deeper understanding, including a narrative to an informational text, a literature selection to a subject area text and a historical event to a current event.
- 3** R.CM.03.04
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- 4** R.CM.04.01
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- 4** R.CM.04.03
Explain relationships among themes, ideas and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.
- 4** R.CM.04.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.
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Respond to multiple text types listened to or viewed knowledge-ably by discussing, illustrating and/or writing in order to clarify meaning, make connections, take a position and/or show deep understanding.

Continued...

Lesson 2

English Language Arts Continued

- 5** R.CM.05.01
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.
- 5** R.CM.05.03
Analyze global themes, universal truths and principles within and across text to create a deeper understanding by drawing conclusions, making inferences and synthesizing.
- 5** R.CM.05.04
Apply significant knowledge from grade-level science, social studies and mathematics texts.
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Lesson 3 Resources and Location

Michigan Grade Level Content Expectations

Social Studies

- 3** G1.0.2
Use thematic maps to identify and describe the physical and human characteristics of Michigan.
- 3** G5.0.1
Locate natural resources in Michigan, and explain the consequences of their use.
- 3** G5.0.2
Describe how people adapt to, use and modify the natural resources of Michigan. (H)
- 3** E1.0.3
Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing and furniture making). (H, G)
- 3** E1.0.4
Describe how entrepreneurs combine natural, human and capital resources to produce goods and services in Michigan. (H, G)
- 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?
- 4** H3.0.3
Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities. (G, E)
- 4** 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. (G, E)
- 4** H3.0.8
Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G, C, E)
- 4** G5.0.1
Assess the positive and negative effects of human activities on the physical environment of the United States.

Lesson 4 Using Human Resources on the Assembly Line

Michigan Grade Level Content Expectations

Social Studies

3 E1.0.4

Describe how entrepreneurs combine natural, human and capital resources to produce goods and services in Michigan.

4 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.

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.

- 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?

4 E1.0.5

Explain how specialization and division of labor increase productivity (e.g., assembly line).

English Language Arts

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Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

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Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

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Apply significant knowledge from grade-level science, social studies and mathematics texts.

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Respond to multiple text types by reflecting, making connections, taking a position and/or showing understanding.

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Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

4 R.CM.04.02

Retell through concise summarization grade-level narrative and informational text.

4 R.CM.04.03

Explain relationships among themes, ideas and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

4 R.CM.04.04

Apply significant knowledge from grade-level science, social studies and mathematics texts.

4 S.DS.04.03

Respond to multiple text types by reflecting, making connections, taking a position and/or showing deep understanding.

Continued...

Lesson 4

English Language Arts Continued

- 5 R.CM.05.01**
Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.
- 5 R.CM.05.02**
Retell through concise summarization grade-level narrative and informational text.
- 5 R.CM.05.03**
Analyze global themes, universal truths and principles within and across text to create a deeper understanding by drawing conclusions, making inferences and synthesizing.
- 5 R.CM.05.04**
Apply significant knowledge from grade-level science, social studies and mathematics texts.
- 5 S.DS.05.03**
Respond to multiple text types by analyzing content, interpreting the message and evaluating the purpose.

Lesson 5

Impacts of Henry Ford's Solution Today – and Tomorrow

Michigan Grade Level Content Expectations

Social Studies

- 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.
- 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?
- 4 E3.0.1**
Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).

English Language Arts

- 3 R.CM.03.03**
Compare and contrast relationships among characters, events and key ideas within and across texts to create a deeper understanding, including a narrative to an informational text, a literature selection to a subject area text and a historical event to a current event.

3 L.RP03.03

Respond to multiple text types listened to or viewed knowledgeably by discussing, illustrating and/or writing in order to reflect, make connections, take a position and/or show understanding.

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Explain relationships among themes, ideas and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

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