



America's Greatest History Attraction

## CURRICULUM CONNECTIONS

### Model T Road Trip

(<http://www.thehenryford.org/exhibits/smartfun/welcome.html>)

Online Interactive Module. Follow a fictional family as they purchase and use their first automobile.

### Michigan Social Studies Grade Level Content Expectations

#### Grade 1

**E1.0.2** Describe ways in which families consume goods and services.

#### Grade 2

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

**H2.0.4** Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).

#### 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.

- 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.

#### Grade 6

**H1.2.2** Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

**H1.2.5** Identify the role of the individual in history and the significance of one person's ideas.

**H1.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).

**H1.4.2** Describe and use themes of history to study patterns of change and continuity.

## **Grade 7**

- H1.2.2** Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
- H1.2.6** Identify the role of the individual in history and the significance of one person's ideas.
- H1.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).
- H1.4.2** Describe and use themes of history to study patterns of change and continuity.

## **Michigan Social Studies High School Content Expectations**

### **USHG**

- 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
- 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 work force
  - the impact on Michigan
  - the impact on American society

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

### **Strands**

- II** Time, Continuity, and Change
- VIII** Science, technology, and society