



America's Greatest History Attraction

CURRICULUM CONNECTIONS

America's Industrial Revolution: Impact on Technology and Innovations

(http://www.thehenryford.org/education/pdf/air_PastPresentFuture4-6.pdf)

Self-guided Field Trip to both Greenfield Village and Henry Ford Museum. Examine artifacts relevant to the Industrial Revolution. Meets curriculum requirements for grades 4-6.

Michigan Social Studies Grade Level Content Expectations

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?
- H3.0.2** Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.
- H3.0.5** Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past.
- 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.
- 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.

National Curriculum Standards for Social Studies

Strands

- I** Culture
- II** Time, continuity, and change
- IV** Individual development and identity
- VII** Production, distribution, and consumption
- VIII** Science, technology, and society