



America's Greatest History Attraction

CURRICULUM CONNECTIONS

America's Industrial Revolution: Past, Present and Future

(http://www.thehenryford.org/education/pdf/air_PastPresentFuture7-12.pdf)

Self-guided field trip to both Greenfield Village and Ford Rouge Factory Tour. Transition from 18th and 19th century small farms and shops to today's large industrial complexes like the Rouge. Meets curriculum requirements for grades 7-12.

Michigan Social Studies Grade Level Content Expectations

Grade 7

- 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.
- H1.4.3** Use historical perspectives to analyze global issues faced by humans long ago and today.
- G2.2.2** Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).
- G5.1.1** Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).
- G5.1.2** Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).

Grade 8

U4.2.1

Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of

- agriculture, including changes in productivity, technology, supply and demand, and price
- industry, including entrepreneurial development of new industries, such as textiles
- the labor force including labor incentives and changes in labor forces
- transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices
- race relations

U6.1.1

America at Century's End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- territory, including the size of the United States and land use
- population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America
- systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society
- economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers
- the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in *Plessy v. Ferguson*, and the response of African Americans

Michigan Social Studies High School Content Expectations

U.S. History and Geography

F2.1

Describe the major trends and transformations in American life prior to 1877 including

- regional economic differences and similarities, including goods produced and the nature of the labor force
- changes in the size, location, and composition of the population
- patterns of immigration and migration
- development of cities
- changes in commerce, transportation, and communication

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
- technological advances

6.1.2

Labor's Response to Industrial Growth – Evaluate the different responses of labor to industrial change including

- development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers

6.1.3

Urbanization – Analyze the changing urban and rural landscape by examining

- the location and expansion of major urban centers
- the growth of cities linked by industry and trade

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

World History & Geography

6.1.3 Increasing Global Interconnections – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including

- the global spread of major innovations, technologies, and commodities via new global networks

6.1.4 Changes in Economic and Political Systems – Compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism).

6.2.3 Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by

- describing the environmental impacts of industrialization and urbanization