CURRICULUM CONNECTIONS

Henry’s Assembly Line
(http://www.thehenryford.org/events/henrysAssembly.aspx)

Facilitated Activity in Henry Ford Museum. Visitors assemble miniature wooden Model Ts using station and moving assembly line methods. 20-minute program.

**Michigan Social Studies Grade Level Content Expectations**

**Grade 1**

**H2.0.6** Compare life today with life in the past using the criteria of family, school, jobs, or communication.

**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?

**H3.0.5** 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).
Michigan Social Studies High School Content Expectations

United States History & Geography

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)
- increase in labor through immigration and migration (National Geography Standard 9, p. 201)
- 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
- 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

Economics

1.2.2  Price in the Market – Analyze how prices send signals and provide incentives to buyers and sellers in a competitive market.

National Curriculum Standards for Social Studies

Strands
II  Time, Continuity, and Change
VII  Production, Distribution, and Consumption
VIII  Science, Technology, and Society