



America's Greatest History Attraction

## CURRICULUM CONNECTIONS

### History Hunter: Investigating the Making of Innovators at Greenfield Village

(<http://www.thehenryford.org/education/erb/MakingOfInnovatorsHistoryHunter.pdf>)

Scavenger Hunt at Greenfield Village Explore the homes and workplaces of Henry Ford, Thomas Edison and the Wright Brothers through featured artifacts, drawing, vocabulary, and questions for writing and discussion. Includes a tip sheet for parents/teachers/chaperones.

#### Common Core State Standards

##### Grade 1

- W.1.7** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

##### Grade 2

- W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8** Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.1** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

##### Grade 3

- W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- W.3.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

##### Grade 4

- W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### **Grade 5**

- W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### **Michigan Social Studies Grade Level Content Expectations**

#### **Grade 1**

- H2.0.4** Retell in sequence important ideas and details from stories about families or schools.
- H2.0.5** Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.
- 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 3**

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

#### **Grade 4**

- H3.0.4** Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000).
- 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.

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

2. Time, Continuity and Change
7. Production, Distribution and Consumption
8. Science, Technology and Society

### **21<sup>st</sup>-Century Skills**

#### Critical Thinking and Problem Solving

##### Make Judgments and Decisions

- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

#### Communication and Collaboration

##### Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and context