



America's Greatest History Attraction

## CURRICULUM CONNECTIONS

### History Hunter: Investigating Manufacturing at Ford Rouge Factory Tour

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

Scavenger hunt at the Ford Rouge Factory Tour. Explore the Ford Rouge Factory Tour through featured artifacts, drawing, vocabulary, and questions for writing and discussion. Includes a tip sheet for parents/teachers/chaperones.

#### Common Core State Standards

##### 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 2**

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

### **Grade 3**

- G4.0.1** Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities.
- E1.0.4** Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.
- E3.0.1** Identify products produced in other countries and consumed by people in Michigan.

### **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. (C, E)
- 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. (G, E)
- E1.0.5** Explain how specialization and division of labor increase productivity (e.g., assembly line). (H)

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

2. Time, Continuity and Change

5. Individuals, Groups and Institutions

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

### Creativity and Innovation

#### Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)

### 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