



America's Greatest History Attraction

CURRICULUM CONNECTIONS

Celebrate Black History! Minds on Freedom

<http://www.thehenryford.org/events/blackhistory.aspx>

Dramatic Presentation in Henry Ford Museum. A 30-minute musical and dramatic program that addresses the Civil Rights Movement of the 1950s and 1960s.

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.

H2.0.5 Identify a problem in a community's past and describe how it was resolved.

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.

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.

Michigan Social Studies High School Content Expectations

United States History & Geography

- 8.3.1** Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including
- Supreme Court decisions and governmental actions (e.g., Brown v. Board (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))
 - protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)

Civics

- 1.1.1** Identify roles citizens play in civic and private life, with emphasis on leadership.
- 6.2.3** Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.
- 6.2.5** Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.
- 6.2.8** Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.

National Curriculum Standards for Social Studies

Strands

- II** Time, Continuity, and Change
- V** Individuals, Groups, and Institutions
- VI** Power, Authority, and Governance
- X** Civic Ideals and Practices