



America's Greatest History Attraction

CURRICULUM CONNECTIONS

Day of Courage 2014 With Jessica Buchanan

(<http://www.thehenryford.org/events/dayOfCourage.aspx>)

*The following topics will likely be addressed. The presentation is not scripted and is subject to change. Educators are encouraged to prepare and follow up with students to ensure the topics are fully understood.

Common Core State Standards for English Language Arts

Grade 7

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Grade 8

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Grades 9-10

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Grades 11-12

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Michigan Grade Level and High School Social Studies Content Expectations

Grade 7 World History and Geography

G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

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).

G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).

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).

G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.

C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).

Grades 9-12 World History & Geography

8.2.1 The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural).

CG2 Resources – Explain the changes over the past 50 years in the use, distribution, and importance of natural resources (including land, water, energy, food, renewable, non-renewable, and flow resources) on human life, settlement, and interactions by describing and evaluating

- social, political, economic, and environmental consequences of the development, distribution, and use of natural resources
- major changes in networks for the production, distribution, and consumption of natural resources including growth of multinational corporations, and governmental and non-governmental organizations (e.g., OPEC, NAFTA, EU, NATO, World Trade Organization, Red Cross, Red Crescent)
- the impact of humans on the global environment

CG3 Patterns of Global Interactions – Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing

- economic interdependence of the world's countries and world trade patterns
- distribution of wealth and resources and efforts to narrow the inequitable distribution of resources

CG4 Conflict, Cooperation, and Security – Analyze the causes and challenges of continuing and new conflicts by describing

- tensions resulting from ethnic, territorial, religious, and/or nationalist differences (e.g., Israel/Palestine, Kashmir, Ukraine, Northern Ireland, al Qaeda, Shining Path)
- local and global attempts at peacekeeping, security, democratization, and administering international justice and human rights
- the type of warfare used in these conflicts, including terrorism, private militias, and new technologies

Grades 9-12 US History & Geography

9.2.1 U.S. in the Post-Cold War World – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War).

9.2.2 9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO).

Grades 9-12 Civics

1.1.1 Identify roles citizens play in civic and private life, with emphasis on leadership.

4.1.3 Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, and covert action).

- 4.2.2** Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g. military and humanitarian aid).
- 4.2.3** Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, and interdependent world economy).
- 4.2.4** Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).
- 5.5.1** Describe dispositions people think lead citizens to become independent members of society and thought to foster respect for individual worth and human dignity (e.g., concern for the well-being of others).
- 5.5.2** Describe the dispositions thought to encourage citizen involvement in public affairs (e.g., “civic virtue” or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance for ambiguity).