



Henry Ford Museum* ■ Greenfield Village* ■ IMAX® Theatre ■ Ford Rouge Factory Tour ■ Benson Ford Research Center*

American Democracy and Civil Rights Curriculum Connections

The following Michigan Grade Level and High School Content Expectations and national standards are met by The Henry Ford's resources on the theme American Democracy and Civil Rights:

Social Studies

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

Grade 3

- C5.0.1 Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).

Grade 4

- C5.0.1 Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).
- C5.0.4 Describe ways citizens can work together to promote the values and principles of American democracy.

Grade 5

- U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.
- U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.
- U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

Grade 6

- H1.2.1** Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- H1.2.2** Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
- 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.
- H1.4.3** Use historical perspective to analyze global issues faced by humans long ago and today.

Grade 7

- H1.2.1** Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
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- H1.4.3** Use historical perspectives to analyze global issues faced by humans long ago and today.

Grade 8

- F1.1** Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing
- colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2)
 - experiences with self-government (e.g., House of Burgesses and town meetings) (C2)
 - changing interactions with the royal government of Great Britain after the French and Indian War (C2)
- F1.2** Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing
- colonists' views of government
 - their reasons for separating from Great Britain. (C2)
- U4.3.2** Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner

- Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2)
(*National Geography Standard 6, p. 154*)
- U4.3.3** Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)
- U5.1.1** Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)
- U5.1.5** Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)
- U5.1.6** Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2) (*National Geography Standard 13, p. 169*)
- U5.2.3** Examine Abraham Lincoln’s presidency with respect to
- his military and political leadership
 - the evolution of his emancipation policy (including the Emancipation Proclamation)
 - and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)
- U5.2.4** Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.
- U5.3.3** Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5) (*National Geography Standard 10, p. 162*)
- U5.3.4** Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- U6.2.1** United States History Investigation Topic and Issue Analysis, Past and Present
–Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action. (*National Geography Standards 9 and 10, pp. 160 and 162*)
Examples of Investigation Topics and Questions (and examples from United States History)
- Balance of Power – How has the nation addressed tensions between state and federal governmental power? (e.g., Articles of Confederation, U.S. Constitution, states’ rights issues, secession, others)
 - Liberty vs. Security – How has the nation balanced liberty interests with security interests? (e.g., Alien and Sedition Acts, suspension of habeas corpus during the Civil War)
 - The Government and Social Change – How have governmental policies, the actions of reformers, and economic and demographic changes affected social change? (e.g., abolitionist movement, women’s movement, Reconstruction policies)

- Movement of People – How has the nation addressed the movement of people into and within the United States? (e.g., American Indians, immigrants)

- P3.1.1** Identify, research, analyze, discuss, and defend a position on a national public policy issue.
- Identify a national public policy issue.
 - Clearly state the issue as a question of public policy orally or in written form.
 - Use inquiry methods to trace the origins of the issue and to acquire data about the issue.
 - Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.
 - Identify and apply core democratic values or constitutional principles.
 - Share and discuss findings of research and issue analysis in group discussions and debates.
 - Compose a persuasive essay justifying the position with a reasoned argument.
 - Develop an action plan to address or inform others about the issue

9-12 – United States History & Geography

- F1.1** Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals
- Declaration of Independence
 - the U.S. Constitution (including the Preamble)
 - Bill of Rights
 - the Gettysburg Address
 - 13th, 14th, and 15th Amendments
- F1.2** Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing
- the birth of republican government, including the rule of law, inalienable rights, equality, and limited government
 - the development of governmental roles in American life
 - and competing views of the responsibilities of governments (federal, state, and local)
 - changes in suffrage qualifications
 - the development of political parties
 - America’s political and economic role in the world (*National Geography Standard 13, p. 210*)
- 6.3.3** Women’s Suffrage – Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.
- 8.3.1** Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including
- the impact of WWII and the Cold War (e.g., racial and gender integration of the military)
 - 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)
- resistance to Civil Rights (*National Geography Standard 6, p. 195*)
(*National Geography Standard 10, p. 203*)

8.3.2 Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.

9-12 – Civics

- 1.1.1** Identify roles citizens play in civic and private life, with emphasis on leadership.
- 1.1.4** Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society).
- 2.1.4** Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.
- 2.2.2** Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged.
- 2.2.3** Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good).
- 2.2.4** Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King’s “I Have a Dream” speech and “Letter from Birmingham City Jail,” the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act).
- 3.5.8** Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.
- 6.1.1** Identify and research various viewpoints on significant public policy issues.
- 6.1.2** Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).
- 6.1.4** Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.
- 6.1.5** Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.

- 6.2.2 Distinguish between and evaluate the importance of political participation and social participation.
- 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.

English Language Arts

Grade 4

- R.CM.04.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.
- S.CN.04.03 Speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations.
- L.CN.04.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

Grade 5

- R.CM.05.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.
- S.CN.05.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.
- S.CN.05.03 Speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.
- S.DS.05.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)
- L.CN.05.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

Grade 6

- R.CM.06.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.
- L.RP.06.01 Listen to or view knowledgeably a variety of genre to summarize, take notes on key points, and ask clarifying questions.
- L.RP.06.05 Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes.
- W.GR.06.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions;

compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

W.SP.06.01 in the context of writing, correctly spell frequently encountered and frequently misspelled words.

Grade 7

R.CM.07.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.

W.GR.07.01 in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.

L.RP.07.05 Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.

Grade 8

R.CM.08.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.

W.GR.08.01 In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases, and dashes or ellipses.

W.SP.08.01 In the context of writing use correct spelling conventions.

L.RP.08.05 Respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.

Grades 9-12

CE 1.3.7 Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

CE 1.4.4 Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.

CE 3.1.5 Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.

CE 3.1.10 Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.

National Curriculum Standards for Social Studies

Strands

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

National History Content Standards K-4

- Topic 3** The History of the United States: Democratic Principles and Values and the Peoples from Many Cultures Who Contributed to Its Cultural, Economic and Political Heritage

National Curriculum Standards for History 5-12

- Era 2** Colonization and Settlement
- Era 3** Revolution and the New Nation
- Era 4** Expansion and Reform
- Era 5** Civil War and Reconstruction
- Era 6** The Development of an Industrial, Urban and Global United States
- Era 7** The Great Depression and WWII
- Era 8** Post-WWII United States
- Era 9** America in a new global age

National Standards for the English Language Arts

- 1** Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- 4** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 7** Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.