



America's Greatest History Attraction

CURRICULUM CONNECTIONS

Living Under Enslavement: African Americans at Hermitage Plantation

<http://www.thehenryford.org/exhibits/smartfun/hermitage/open.html>

Interactive Module. Explore artifacts, stories and the cramped quarters of an enslaved carpenter at Georgia's Hermitage Plantation.

Michigan Social Studies Grade Level Content Expectations

Grade 4

G4.0.2

Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food).

Grade 5

U2.2.2

Describe the life of enslaved Africans and free Africans in the American colonies.

U2.2.3

Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture.

U2.3.4

Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).

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).

H1.2.5

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

H1.2.1

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).

H1.2.6

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.

Grade 8

U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.

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.

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.

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