



CURRICULUM CONNECTIONS

How I Got Over

Dramatic Presentation in Greenfield Village. This powerful and interactive 20-minute presentation shares inspirational stories of slavery through the narratives that were left behind and through the music and stories that sustained the enslaved people as they hoped for freedom.

After viewing “How I Got Over” and with some guidance from teachers, students should be able to:

Common Core State Standards - in English Language Arts

Grade 3

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

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

SL.5.3

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade 6

SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Grade 7

SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Michigan Social Studies Grade Level Content Expectations

Grade 2

H2.0.5

Identify a problem in a community’s past and describe how it was resolved.

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 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