



America's Greatest History Attraction

CURRICULUM CONNECTIONS

Tally's Tales

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

Dramatic Presentation in Greenfield Village. Inspiring and sobering 15-minute program about life for enslaved people.

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

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

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

H1.2.5 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).

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).

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