



America's Greatest History Attraction

## CURRICULUM CONNECTIONS

### Civil War Sesquicentennial Educational Program and Research Guide

<http://www.thehenryford.org/education/erb/CivilWarEducatorResourceGuide.pdf>

Guide to The Henry Ford's Civil War-related offerings. Incorporates resources available during entire 150th commemoration as well as Discovering the Civil War limited-engagement exhibit.

### Michigan Social Studies Grade Level Content Expectations

#### Grade 8

- U4.2.2** The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.
- U4.2.3** Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny.
- U5.1.4** Describe how the following increased sectional tensions
- the Missouri Compromise (1820)
  - the Wilmot Proviso (1846)
  - the Compromise of 1850 including the Fugitive Slave Act
  - the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas
  - the Dred Scott v. Sandford decision (1857)
  - changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party)
- 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.
- U5.2.1** Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South.
- 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
- U5.2.4** Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.
- U5.3.4** Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.

## **Michigan Social Studies High School Content Expectations**

### **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)
- F2.1** Describe the major trends and transformations in American life prior to 1877 including
- changing political boundaries of the United States
  - regional economic differences and similarities, including goods produced and the nature of the labor force
  - changes in the size, location, and composition of the population
  - patterns of immigration and migration
  - development of cities
  - changes in commerce, transportation, and communication
  - major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War
- Civics**
- 1.1.3** Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all).
- 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.
- 2.2.1** Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).

- 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).
- 3.2.5** Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage.