

Rockwell, Roosevelt & the Four Freedoms

Curriculum Connections



Dear teacher,

Thank you for your interest in “Rockwell, Roosevelt & the Four Freedoms.”

This exhibit contains many **themes and ideas useful in the classroom**, including:

- **Perspectives** – developing a sense of **empathy** with people in the past – comparing students’ own perspectives to those of others
- Reflecting on **civic engagement** of people from the past and present
- **Collaborative conversation**, civil discourse
- Art as one way to **change society**

These themes are developed further in **lessons plans** from the Norman Rockwell Museum, available at: <https://www.nrm.org/learn/curriculum-lab/>.

Please note: This exhibit includes depictions of war, social injustice, and contemporary political ideas. Be mindful of how your students may react. Consider using the lesson plans to lay groundwork before your visit.

On the following pages you will find **connections to the C3 (College, Career and Civic Life) Framework**, created by the National Council for Social Studies, for the exhibit and lesson plans. The C3 framework is a somewhat new, nationally well-thought-of social studies framework. While it has not adopted by Michigan at this point, innovative Michigan social studies teachers are beginning to use it. The Henry Ford’s Learning & Engagement team really likes how it guides students through inquiry learning, which is what we promote in all the disciplines. You may note shared language with the Common Core State Standards including analysis, argument and evidence.

Our best wishes as you develop the next generation of innovators,
The Henry Ford’s Learning & Engagement Team
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EXHIBIT

D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.

D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.

D2.His.5.6-8. Explain how and why perspectives of people have changed over time.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives

D2.His.10.3-5. Compare information provided by different historical sources about the past.

D2.His.14.K-2. Generate possible reasons for an event or development in the past.

D2.His.14.3-5. Explain probable causes and effects of events and developments.

D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.

D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.

D2.His.16.K-2. Select which reasons might be more likely than others to explain a historical event or development.

D2.His.16.3-5. Use evidence to develop a claim about the past.

D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D2.His.17.3-5. Summarize the central claim in a secondary work of history.

D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.

D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy

LESSON PLANS

FOUR FREEDOMS (GRADES: 6-12)

<https://www.nrm.org/2016/08/four-freedoms-grades-6-12/>

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D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.

D2.His.5.6-8. Explain how and why perspectives of people have changed over time.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives

WWII ON THE HOMEFRONT – THE FOUR FREEDOMS

<https://www.nrm.org/2016/08/wwii-homefront-four-freedoms/>

D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

FREEDOM OF SPEECH (GRADES: 6-12)

<https://www.nrm.org/2016/08/freedom-speech-grades-6-12/>

D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.

D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.

D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.

D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

D4.3.K-2. Present a summary of an argument using print, oral, and digital technologies.

D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

CREATING AMERICA (GRADES 7-10)

<https://www.nrm.org/2016/08/creating-america-grades-7-10/>

D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.

D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses

WHAT MAKES GOOD HISTORY? (GRADES 9-12)

<https://www.nrm.org/2016/08/makes-good-history-grades-9-12/>

D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations

D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

THE PROBLEM (GRADES: K-5)

<https://www.nrm.org/2016/08/problem-grades-k-5/>

D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.

D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.