



America's Greatest History Attraction

CURRICULUM CONNECTIONS

"C" is for Citizenship

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

Dramatic Presentation in Greenfield Village. 15-minute presentation in Scotch Settlement School in which students are guided through a 19th century civics lesson.

Michigan Social Studies Grade Level Content Expectations

Grade 1

- H2.0.4** Retell in sequence important ideas and details from stories about families or schools.
- H2.0.5** Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.
- H2.0.6** Compare life today with life in the past using the criteria of family, school, jobs, or communication.

Grade 2

- H2.0.3** Use an example to describe the role of the individual in creating history.
- H2.0.4** Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).

Grade 3

- C5.0.1** Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).

Grade 4

- C5.0.1** Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).
- C5.0.4** Describe ways citizens can work together to promote the values and principles of American democracy.

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).
- H1.4.2** Describe and use themes of history to study patterns of change and continuity.

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).
- H1.4.2** Describe and use themes of history to study patterns of change and continuity.

Grade 8

- U4.3.3** Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence.

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

- 1.1.1** Identify roles citizens play in civic and private life, with emphasis on leadership.
- 6.2.2** Distinguish between and evaluate the importance of political participation and social participation.
- 6.2.3** Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.
- 6.2.5** Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.
- 6.2.8** Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.

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