



America's Greatest History Attraction

CURRICULUM CONNECTIONS

Votes For All

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

Dramatic Presentation in Greenfield Village. 20-minute dramatic presentation on Women's Suffrage Movement.

Michigan Social Studies Grade Level Content Expectations

Grade 2

H2.0.3

Use an example to describe the role of the individual in creating history.

H2.0.5

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

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

C5.0.4

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).

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

U4.3.3

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. (C2)

Michigan Social Studies High School Content Expectations

United States History & Geography

6.3.3 Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.

Civics

1.1.1 Identify roles citizens play in civic and private life, with emphasis on leadership.

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.

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