

STATE AND COMMON CORE STANDARDS

Each lesson meets the specified academic standards established by Pennsylvania and the Common Core State Standards Initiative.

BORN IN THE USA: MUSIC AS POLITICAL PROTEST

Pennsylvania

- 8.1.9 B.
- 8.3.6 B.
- 8.3.6 B.
- 5.1.12 C.
- 5.3.12 J.
- 5.1.9 M.

Common Core

- RL.6.1.
- RL.6.4.
- RL.7.1.
- RL.7.2.
- RL.7.4.
- RL.8.1.
- RL.8.4.
- RL.9-10.1.
- RL.9-10.4.
- RL.9-10.5.
- RL.11-12.1.
- RL.11-12.6.
- RH.6-8.6.
- RH.9-10.4.
- RH.11-12.4.
- RH.11-12.5.

DEBATE IT!

Pennsylvania

- 5.1.12 B.
- 5.1.12 C.
- 5.1.12 F.
- 5.1.12 G.
- 5.1.12 J.
- 5.2.12 F.
- 5.1.9 J.
- 5.1.6 B.
- 5.1.6 J.
- 5.2.6 C.
- SL.6.1.
- SL.7.1.
- SL.7.3.
- SL.8.1.
- SL.8.3.
- SL.9-10.1.
- SL.11-12.1.

Common Core

- SL.6.1.
- SL.7.1.
- SL.7.3.
- SL.8.1.
- SL.8.3.
- SL.9-10.1.
- SL.11-12.1.

SING FOR YOUR RIGHTS!

Pennsylvania

- 5.1.12 F.
- 5.1.12 G.
- 5.1.12 J.
- 5.1.9 J.
- 5.1.6 C.
- 5.1.6 J.

Common Core

- RH.6-8.2.
- RH.9-10.2.
- RH.11-12.2.

MUSIC AND HISTORICAL NARRATIVE

Pennsylvania

- 5.1.9 M.
- 5.1.6 C.
- 8.3.12 A.
- 8.3.12 B.
- 8.3.9 A.
- 8.3.9 B.
- 8.3.9 D.
- 8.3.9 B.
- 8.3.6.
- 8.3.6 B.
- 8.1.12 A.
- 8.1.12 B.
- 8.1.12 C.
- 8.1.9. A.
- 8.1.9 B.
- 8.1.6. A.
- 8.1.6 B.

Common Core

- RL.6.1.
- RL.6.4.
- RL.7.1.
- RL.7.2.
- RL.7.4.
- RL.8.1.
- RL.8.4.
- RL.9-10.1.
- RL.9-10.4.
- RL.9-10.5.
- RL.11-12.1.
- RL.11-12.6.
- RH.6-8.6.
- RH.9-10.4.
- RH.11-12.4.
- RH.11-12.5.

WHAT ARE THE STANDARDS?

The learning activities in this resource packet meet the following Pennsylvania Academic Standards

PENNSYLVANIA ACADEMIC STANDARDS FOR CIVICS AND GOVERNMENT – 12TH GRADE

Principles and Documents of Government

- 5.1.12 B. Evaluate citizens' participation in government and civic life.
- 5.1.12 C. Evaluate the importance of the principles and ideals of civic life.
- 5.1.12 F. Analyze and assess the rights of the people as listed in the Pennsylvania Constitution and the Constitution of the United States.
- 5.1.12 G. Evaluate how the government protects or curtails individual rights and analyze the impact of supporting or opposing those rights.
- 5.1.12 J. Analyze how the law promotes the common good and protects individual rights.

Rights and Responsibilities of Citizenship

- 5.2.12 F. Evaluate how individual rights may conflict with or support the common good.

How Government Works

- 5.3.12 J. Evaluate the role of media in political life in the United States and explain the role of the media in setting the public agenda.

PENNSYLVANIA ACADEMIC STANDARDS FOR CIVICS AND GOVERNMENT – 9TH GRADE

Principles and Documents of Government

- 5.1.9 J. Explain how law protects individual rights and the common good.
- 5.1.9 M. Interpret the impact of famous speeches and writings on civic life.

Rights and Responsibilities of Citizenship

- 5.2.9 G. Analyze political and civic participation in government and society.

PENNSYLVANIA ACADEMIC STANDARDS FOR CIVICS AND GOVERNMENT – 6TH GRADE

Principles and Documents of Government

- 5.1.6 B. Explain the relationship between rights and responsibilities.
- 5.1.6 C. Explain the basic principles and ideals within documents of United States government.
- 5.1.6 J. Describe how the government protects individual and property rights and promotes the common good.

Rights and Responsibilities of Citizenship

- 5.2. 6 C. Explain ways citizens resolve conflicts in society and government.

UNITED STATES HISTORY—GRADE 12

- 8.3.12 A. Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.
- 8.3.12 B. Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.

UNITED STATES HISTORY—GRADE 9

- 8.3.9 A. Identify and explain the political and cultural contributions of individuals and groups to United States history from Beginnings to 1824.
- 8.3.9 B. Identify and explain primary documents, material artifacts and historic sites important in United States history from Beginnings to 1824.
- 8.3.9 D. Domestic Instability (e.g., wartime confiscation of private property, abolitionist movement, Reconstruction).
- 8.3.9 B. 19th Century Writings and Communications.

UNITED STATES HISTORY—GRADE 6

- 8.3.6. Identify and explain the political and cultural contributions of individuals and groups to United States history from Beginnings to 1824.
- 8.3.6 B. Identify and explain primary documents, material artifacts and historic sites important in United States history from Beginnings to 1824.

The learning activities in this resource packet meet the following Common Core State Standards

ENGLISH LANGUAGE ARTS STANDARDS » HISTORY/SOCIAL STUDIES

Grades 6-8

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions

HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT—GRADE 12

- 8.1.12 A. Evaluate chronological thinking: Sequential order of historical narrative; Continuity and change; Context for events.
- 8.1.12 B. Synthesize and evaluate historical sources. Literal meaning of historical passages.
- 8.1.12 C. Evaluate historical interpretation of events.

HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT—GRADE 9

- 8.1.9. A. Analyze chronological thinking: Sequential order of historical narrative
- 8.1.9 B. Analyze and interpret historical sources.

HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT —GRADE 6

- 8.1.6. A. Understand chronological thinking and distinguish between past, present and future time.
- 8.1.6 B. Explain and analyze historical sources.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Grades 9-10

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Grades 11-12

RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

ENGLISH LANGUAGE ARTS STANDARDS » READING: LITERATURE

Grade 6

RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Grade 7

RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Grade 8

RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Grades 9-10

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Grades 11-12

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

ENGLISH LANGUAGE ARTS STANDARDS » SPEAKING & LISTENING

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.