

Curriculum Map: Listening to History

Course: Listening in History Sub-topic: History

Grade(s): 11 to 12

Course Description: This course is intended to prepare students in the humanities and social science fields, with a particular emphasis on discussion, public speaking, critical thinking and self-awareness in society. Students will be asked to evaluate current and historical perspectives on music, art, and social change, as well as the role that music and the arts play in culture, governments, and revolutions.

Essential Questions:

- What are identifiable social and cultural impacts of music, musical artists, poetry, literature, and theatrical productions? How do these impact both domestic American History and World events?
- Who/what are significant artists, songs, historical events, and social movements within the historical perspective?
- What are the forms and functions of debating contemporary and retrospective views?
- What new perspective can be gained from primary analysis and focus of 20th century events and relevant music/social movements, with some nod to early American History (American Revolution/Civil War), and World Events?

Course Textbooks, Workbooks, Materials Citations: American History Text (pdf available on Canvas LMS CASH Book Shelf, updated digital format used HMH Ed: American History Reconstruction to the Present)

World History Text (pdf available on Canvas LMS CASH Book Shelf)

OpenStax Sociology Text: <https://openstax.org/details/books/introduction-sociology-3e>

Digital Music Files (Source/media platform TBD)

NPR's American Anthem: <https://www.npr.org/series/622671774/american-anthem>

Voices Across Time: <https://voices.pitt.edu/index.htm>

Music is Power: Popular Songs, Social Justice, and the Will to Change

By Brad Schreiber

Which Side Are You On?: 20th Century American History in 100 Protest Songs

By James Sullivan

33 Revolutions per Minute

By Dorian Lynskey

Resources: See Course Text/Materials Listing and Individual Unit description for general course and specific topic resources and text links.

Course

Interdisciplinary American History/US3

Connections:

World History

English/Public Speaking

Course Notes: This 1/2 credit course is intended to flow based on student topic interest; Units and related subtopics are to be used as a basic frame work for teacher to develop a timeline and subject areas of based on student inquiry and interest.

Unit: Course Introduction and Essential Questions

Timeline: Week 1 to 3

Unit

Description: The course introduction unit will provide a framework of definition and application of multiple social sciences to social/political movements. Unit Sub Topics are listed after this Unit Introduction in Unit Big Ideas to provide framework and background across social science disciplines.

<https://voices.pitt.edu/TeachersGuide/Digitalintro.htm>

Unit

Essential Questions: See General Curriculum Map Course Essential Questions.

Unit Big Ideas:

- Defining Society and Culture (Norms/Sociology)
- Identifying importance of Social, Political, Religious, and Economic Movements (US/World History)
- Relevance and Use of Art Forms: Music, Literature, Poetry, Physical Art, Theater (History/English)
- Agents of Social Change (identifying types, purpose, long term effects/Sociology and History)
- 1st Amendment Freedoms (Speech and Expression/Government/Civics)

Unit

Materials: See Unit Assignments Table and General Curriculum Map Resources

Unit Assignments:

Lesson	 Objective	 Standards	 Assessment	 Resources
Lesson Ideas/ Suggestions: Text Reading (Individual and/or Class) Guided Notes & Assignment Practice Lecture Class Discussion/ Tiered Questioning Station/Hands on Practice Activities	See General Curriculum Map Individual Unit/Topic Objectives. 	PA Standards: http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Writing_in_History_and_Social_Studies_8-7-12.pdf http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Reading_in_History_and_Social_Studies_8-7-12.pdf https://www.stateboard.education.pa.gov/Documents/Regulations%20and%20Statements/State%20Academic%20Standards/E%20HISTORY%20web03.pdf National Social Studies Standards:	 Summative and Project based learning Quiz/Test Formative Assessment Individual and/or group assignments/reflections/projects	See General Curriculum Map Resources Listing of general course text and resources. General Course Digital Resources (see Individual Unit/Topic Resources for specific digital links/resources): Voices Across Time Introductory Materials by chronological unit: https://voices.pitt.edu/TeachersGuide/VAT%20TOC%20by%20Unit.htm Voices Across Time Chronological Lesson plan Outline (links to audio

<p>Primary Source article reading/discussion</p> <p>Case Study viewing/discussion/summary</p> <p>Review Videos/Clips</p> <p>District Approved Guest Speaker(s)</p>	<p>https://www.socialstudies.org/standards</p>	<p>included within individual lesson):</p> <p>https://voices.pitt.edu/LessonPlans.htm</p> <p>&nbsp;</p> <p>Voices Across Time Thematic Outline and audio links:</p> <p>https://voices.pitt.edu/index.htm</p> <p>https://voices.pitt.edu/TeachersGuide/VAT%20TOC%20by%20theme.htm</p> <p>&nbsp;</p> <p>PBS Learning Media - Music and Musicians:</p> <p>https://wqln.pbslearningmedia.org/collection/educators-guide-american-history-culture-narratives/t/music-musicians/</p> <p>&nbsp;</p> <p>NPR:&nbsp;https://www.npr.org/series/622671774/american-anthem</p>
 	 	
 	 	

Resources:

American History Text (pdf available on Canvas LMS CASH Book Shelf, updated digital format used HMH Ed: American History Reconstruction to the Present)

World History Text (pdf available on Canvas LMS CASH Book Shelf)

OpenStax Sociology Text: <https://openstax.org/details/books/introduction-sociology-3e>

Digital Music Files (Source/media platform TBD)

NPR's American Anthem: <https://www.npr.org/series/622671774/american-anthem>

Voices Across Time:<https://voices.pitt.edu/index.htm>

Music is Power: Popular Songs, Social Justice, and the Will to Change

By Brad Schreiber

Which Side Are You On?: 20th Century American History in 100 Protest Songs

By James Sullivan

33 Revolutions per Minute

By Dorian Lynskey

STANDARDS: STANDARDS

STATE: [Pennsylvania SAS Academic Standards \(2009-2013\)](#)

8.1.PK.C (Advanced)	Understand that information comes from many sources such as books, computers, and newspapers.	
8.1.K.A (Advanced)	Identify chronological sequence through days, weeks, months, and years (calendar time).	
8.1.K.B (Advanced)	With guidance and support, differentiate facts from opinions as related to an event.	
8.1.K.C (Advanced)	Explain how to locate information in a source.	
8.1.1.A (Advanced)	Demonstrate an understanding of chronology.	
8.1.1.B (Advanced)	Identify a problem or dilemma surrounding an event.	
8.1.1.C (Advanced)	Identify sources of historical information.	
8.1.2.A (Advanced)	Read and interpret information on simple timelines.	
8.1.2.B (Advanced)	Identify documents relating to an event.	
8.1.2.C (Advanced)	Apply sources of historical information.	
8.1.3.A (Advanced)	Identify the difference between past, present and future using timelines and/or other graphic representations.	
8.1.3.B (Advanced)	Identify fact, opinion, multiple points of view, and primary sources as related to historical events.	
8.1.3.C (Advanced)	Conduct teacher guided inquiry on assigned topics using specified historical sources. (Reference RWSL Standard 1.8.3 Research)	
8.1.4.B (Advanced)	Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.	
8.1.4.C (Advanced)	Identify a specific research topic and develop questions relating to the research topic. (Reference RWSL Standard 1.8.3 Research)	
8.1.5.A (Advanced)	Identify and explain the influences of economic features on continuity and change over time.	
8.1.5.B (Advanced)	Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.	
8.1.5.C (Advanced)	Locate primary and secondary sources for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)	
8.1.6.A (Advanced)	Explain continuity and change over time using sequential order and context of events.	
8.1.6.B (Advanced)	Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.	
8.1.6.C (Advanced)	Identify a thesis statement using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)	
8.1.7.A (Advanced)	Demonstrate continuity and change over time using sequential order and context of events.	
8.1.7.B (Advanced)	Identify and use primary and secondary sources to analyze multiple points of view for historical events.	
8.1.7.C (Advanced)	Form a thesis statement on an assigned topic using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)	
8.1.8.A (Advanced)	Compare and contrast events over time and how continuity and change over time influenced those events.	
8.1.8.B (Advanced)	Compare and contrast a historical event, using multiple points of view from primary and secondary sources.	
8.1.8.C (Advanced)	Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)	
8.1.9.A (Advanced)	Compare patterns of continuity and change over time, applying context of events.	
8.1.9.B (Advanced)	Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	
8.1.9.C (Advanced)	Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)	
8.1.12.A (Advanced)	Evaluate patterns of continuity and rates of change over time, applying context of events.	
8.1.12.B (Advanced)	Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	
8.1.12.C (Advanced)	Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)	
8.1.U.A (Advanced)	Evaluate patterns of continuity and change over time, applying context of events.	
8.1.U.B (Advanced)	Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	
8.1.U.C (Advanced)	Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)	
8.1.W.A (Advanced)	Evaluate patterns of continuity and change over time, applying context of events.	
8.1.W.B (Advanced)	Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.	
8.1.W.C (Advanced)	Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources. (Reference RWSL Standard 1.8.8 Research)	
8.1.C.B (Advanced)	Analyze the major arguments advanced for different systems of government. (Reference Civics and Government Standard 5.1.9.B.)	
8.4.K.A (Advanced)	Explain how cultures celebrate.	
8.4.K.B (Advanced)	Intentionally Blank	
8.4.K.C (Advanced)	Identify different celebrations of different cultures from around the world.	
8.4.K.D (Advanced)	Demonstrate an understanding of conflict and cooperation.	
8.4.1.A (Advanced)	Explain why cultures celebrate.	

8.4.1.B (Advanced)	Explain the importance of world landmarks.	
8.4.1.C (Advanced)	Identify holidays and ceremonies of selected world cultures.	
8.4.2.B (Advanced)	Explain the significance of historical documents on world history.	
8.4.2.D (Advanced)	Identify global issues that require cooperation among nations.	
8.4.3.A (Advanced)	Identify the elements of culture and ethnicity.	
8.4.3.B (Advanced)	Identify the importance of artifacts and sites to different cultures and ethnicities.	
8.4.3.C (Advanced)	Compare and contrast selected world cultures.	
8.4.3.D (Advanced)	Identify conflict and cooperation among groups and organizations from around the world.	
8.4.4.A (Advanced)	Differentiate common characteristics of the social, political, cultural, and economic groups in world history.	
8.4.4.B (Advanced)	Locate historical documents, artifacts, and sites, which are critical to World history.	
8.4.4.C (Advanced)	Explain how continuity and change in world history have influenced personal development and identity.	
	<ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 	
8.4.4.D (Advanced)	Distinguish between conflict and cooperation among groups and organization that impacted development of the history of the world.	
8.4.5.A (Advanced)	Compare and contrast common characteristics of the social, political, cultural, and economic groups in world history.	
8.4.5.B (Advanced)	Illustrate concepts and knowledge of historical documents, artifacts, and sites, which are critical to World history.	
8.4.6.A (Advanced)	Explain the social, political, cultural, and economic contributions of individuals and groups to world history.	
8.4.6.B (Advanced)	Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.	
8.4.6.C (Advanced)	Explain how continuity and change have impacted world history.	
	<ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 	
8.4.6.D (Advanced)	Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.	
8.4.7.A (Advanced)	Summarize the social, political, cultural, and economic contributions of individuals and groups in world history.	
8.4.7.B (Advanced)	Explain the importance of historical documents, artifacts, and sites which are critical to world history.	
8.4.7.C (Advanced)	Differentiate how continuity and change have impacted world history.	
	<ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 	
8.4.7.D (Advanced)	Explain how conflict and cooperation among groups and organizations have impacted the history of the world.	
8.4.8.A (Advanced)	Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	
8.4.8.B (Advanced)	Illustrate how historical documents, artifacts, and sites are critical to world history.	
8.4.8.C (Advanced)	Illustrate how continuity and change have impacted world history.	
	<ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations 	
8.4.8.D (Advanced)	Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.	
8.4.9.A (Advanced)	Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	
8.4.9.B (Advanced)	Contrast the importance of historical documents, artifacts, and sites which are critical to world history.	
8.4.9.C (Advanced)	Analyze how continuity and change have impacted world history.	
	<ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization 	
8.4.9.D (Advanced)	Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.	
8.4.12.A (Advanced)	Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.	
8.4.12.B (Advanced)	Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.	
8.4.12.C (Advanced)	Evaluate how continuity and change have impacted the world today.	
	<ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization 	
8.4.12.D (Advanced)	Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.	
STATE: Pennsylvania State Anchors (2010)		
R3.A.1 (Advanced)	Understand fiction appropriate to grade level.	
R3.A.1.1 (Advanced)	Identify and interpret the meaning of vocabulary.	
R3.A.1.1.1 (Advanced)	Identify and/or interpret meaning of multiple-meaning words used in text.	
R3.A.1.3 (Advanced)	Make inferences and draw conclusions based on text.	
R3.A.1.3.1 (Advanced)	Make inferences and/or draw conclusions based on information from the text.	
R3.A.1.4 (Advanced)	Identify and explain the main ideas and relevant details.	
R3.A.1.4.1 (Advanced)	Identify and/or explain stated or implied main ideas and relevant supporting details from text.	

Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for

Lesson Ideas/ Suggestions:				See General Curriculum Map Resources Listing of general course text and resources.
Text Reading (Individual and/or Class)				
Guided Notes & Assignment Practice		PA Standards: http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Writing_in_History_and_Social_Studies_8-7-12.pdf		General Course Digital Resources (see Individual Unit/Topic Resources for specific digital links/resources): Voices Across Time Introductory Materials by chronological unit: https://voices.pitt.edu/TeachersGuide/VAT%20TOC%20by%20Unit.htm
Lecture	See General Curriculum Map Individual Unit/Topic Objectives.	http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Reading_in_History_and_Social_Studies_8-7-12.pdf	 Summative and Project based learning	
Class Discussion/ Tiered Questioning	 	https://www.stateboard.education.pa.gov/Documents/Regulations%20and%20Statements/State%20Academic%20Standards/E%20HISTORY%20web03.pdf	Quiz/Test Formative Assessment	Voices Across Time Chronological Lesson plan Outline (links to audio included within individual lesson): https://voices.pitt.edu/LessonPlans.htm
Station/Hands on Practice Activities	 			
Primary Source article reading/ discussion	 	 	Individual and/or group assignments/reflections/projects	Voices Across Time Thematic Outline and audio links: https://voices.pitt.edu/index.htm
Case Study viewing/discussion/ summary		National Social Studies Standards: https://www.socialstudies.org/standards		https://voices.pitt.edu/TeachersGuide/VAT%20TOC%20by%20theme.htm
Review Videos/Clips				
District Approved Guest Speaker(s)				PBS Learning Media - Music and Musicians: https://wqln.pbslearningmedia.org/collection/educators-guide-american-history-culture-narratives/t/music-musicians/
				
				NPR: https://www.npr.org/series/622671774/american-anthem
 	 	 	 	

Resources:

American History Text (pdf available on Canvas LMS CASH Book Shelf, updated digital format used HMH Ed: American History Reconstruction to the Present)

World History Text (pdf available on Canvas LMS CASH Book Shelf)

OpenStax Sociology Text: <https://openstax.org/details/books/introduction-sociology-3e>

Digital Music Files (Source/media platform TBD)

NPR's American Anthem: <https://www.npr.org/series/622671774/american-anthem>

Voices Across Time:<https://voices.pitt.edu/index.htm>

Music is Power: Popular Songs, Social Justice, and the Will to Change

By Brad Schreiber

Which Side Are You On?: 20th Century American History in 100 Protest Songs

By James Sullivan

33 Revolutions per Minute

By Dorian Lynskey

Topic: Music and the Church

Topic: Opera/Ballet and Politics

Topic: Feudal Era Music and Battle Hymns/Cries (Middle Ages to 1800s)

Topic: Enlightenment Era Music

Topic: North American Colonialism/Revolution/1800s Slave Trade

Topic: The American Civil War

Topic: Late 1800s Immigration: Influences of music and culture

Unit: Early 20th Century

Timeline: Week 8 to 11

Unit

Description: This Unit will identify social and political movements during the early part of the 20th Century, including the Jim Crow Era, World War I, Jazz Age/Harlem Renaissance, The Great Depression, Rural America, and World War II.

Unit Sub Topics are listed after this Unit Description in Unit Big Ideas to provide framework and background across social science disciplines.

Units 6-7: <https://voices.pitt.edu/index.htm>

Unit

Essential Questions: See General Curriculum Map Course Essential Questions.

Unit Big

Ideas:

- Jim Crow Era (Blues, Gospel, Billie Holiday "Strange Fruit," Louis Armstrong, Duke Ellington)
- WWI Era: (Over There! God Bless America)
- 1920s & Jazz: Harlem Renaissance & The Lost Generation (changing cultural norms and larger audience)
- The Great Depression/Rail Road/Hobo Culture
- Rural America
- WWII Era (Big Band, Swing, Andrews Sisters, Der Fuehrer's Face, Don't Fence Me In, Blue Birds over the White Cliffs of Dover, South Pacific)

All American and World History connections

Unit

Materials: See Unit Assignments Table and General Curriculum Map Resources.

Unit Assignments:	Lesson	 Objective	 Standards	 Assessment	 Resources
Lesson Ideas/Suggestions: Text Reading (Individual and/or Class) Guided Notes & Assignment Practice Lecture Class Discussion/Tiered Questioning Station/Hands on Practice Activities Primary Source article reading/discussion Case Study viewing/discussion/summary Review Videos/Clips District Approved Guest Speaker(s)	See General Curriculum Map Individual Unit/Topic Objectives.	 	PA Standards: http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Writing_in_History_and_Social_Studies_8-7-12.pdf http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Reading_in_History_and_Social_Studies_8-7-12.pdf https://www.stateboard.education.pa.gov/Documents/Regulations%20and%20Statements/State%20Academic%20Standards/E%20HISTORY%20web03.pdf National Social Studies Standards: https://www.socialstudies.org/standards	 Summative and Project based learning Quiz/Test Formative Assessment Individual and/or group assignments/reflections/projects	<p>See General Curriculum Map Resources Listing of general course text and resources.</p> <p>&nbsp;</p> <p>General Course Digital Resources (see Individual Unit/Topic Resources for specific digital links/resources):</p> <p>Voices Across Time Introductory Materials by chronological unit: https://voices.pitt.edu/TeachersGuide/VAT%20TOC%20by%20Unit.htm</p> <p>&nbsp;</p> <p>Voices Across Time Chronological Lesson plan Outline (links to audio included within individual lesson): https://voices.pitt.edu/LessonPlans.htm</p> <p>&nbsp;</p> <p>Voices Across Time Thematic Outline and audio links: https://voices.pitt.edu/index.htm https://voices.pitt.edu/TeachersGuide/VAT%20TOC%20by%20theme.htm</p> <p>&nbsp;</p> <p>PBS Learning Media - Music and Musicians: https://wqln.pbslearningmedia.org/collection/educators-guide-american-history-culture-narratives/t/music-musicians/</p> <p>&nbsp;</p> <p>NPR:&nbsp;https://www.npr.org/series/622671774/american-anthem</p>
 	 	 	 	 	

Resources:

American History Text (pdf available on Canvas LMS CASH Book Shelf, updated digital format used HMH Ed: American History Reconstruction to the Present)

World History Text (pdf available on Canvas LMS CASH Book Shelf)

OpenStax Sociology Text: https://openstax.org/details/books/introduction-sociology-3e

Digital Music Files (Source/media platform TBD)

NPR's American Anthem: https://www.npr.org/series/622671774/american-anthem

Voices Across Time:https://voices.pitt.edu/index.htm

Music is Power: Popular Songs, Social Justice, and the Will to Change

By Brad Schreiber

Which Side Are You On?: 20th Century American History in 100 Protest Songs

By James Sullivan

33 Revolutions per Minute

By Dorian Lynskey

Topic: Jim Crow Era

Topic: WWI Era

Topic: 1920s & Jazz: Harlem Renaissance & The Lost Generation

Topic: The Great Depression/Rail Road/Hobo Culture

Topic: WWII Era

Unit: Mid to Late 20th Century

Timeline: Week 12 to 15

Unit

Description: This Unit will identify social and political movements during the 20th Century focusing on the Post World War II Era through the 1990s. Topics highlighted would include the African American Civil Rights Movement, Folk Music, Environmental/Nuclear concerns, Vietnam/Social Unrest and Protest Music, Women's Liberation, and the influence of Rock and Roll through the decades. Music would include many genres and styles.

Unit Sub Topics are listed after this Unit Description in Unit Big Ideas to provide framework and background across social science disciplines.

Units 8-9: https://voices.pitt.edu/index.htm

Unit

Essential Questions: See General Curriculum Map Course Essential Questions.

Unit Big

Ideas:

- Non violence/Civil Rights (We Shall Overcome, What's Going On, A Change is Gonna Come)
- Folk (Woodie Guthrie, Bob Dylan, Peter, Paul and Mary, The Beat Movement)
- The Environment/Nuclear Energy Concerns (Big Yellow Taxi, Silent Spring)
- Vietnam/Black Power/Kent State (Fortunate Son, OHIO, Give Peace a Chance, "War," Country Joe and the Fish, James Brown/Soul Genre)
- Women's Liberation/Minority Rights Movements (West Side Story, Dolly Parton)
- Rock and Roll: reflecting culture through the decades (We Didn't Start the Fire)

Unit

Materials: See Unit Assignments Table and General Curriculum Map Resources.

Unit Assignments:	Lesson	 Objective	 Standards	 Assessment	 Resources
Lesson Ideas/Suggestions: Text Reading (Individual and/or Class) Guided Notes & Assignment Practice Lecture Class Discussion/Tiered Questioning Station/Hands on Practice Activities Primary Source article reading/discussion Case Study viewing/discussion/summary Review Videos/Clips District Approved Guest Speaker(s)	See General Curriculum Map Individual Unit/Topic Objectives.	 	PA Standards: http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Writing_in_History_and_Social_Studies_8-7-12.pdf http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Reading_in_History_and_Social_Studies_8-7-12.pdf https://www.stateboard.education.pa.gov/Documents/Regulations%20and%20Statements/State%20Academic%20Standards/E%20HISTORY%20web03.pdf National Social Studies Standards: https://www.socialstudies.org/standards	 Summative and Project based learning Quiz/Test Formative Assessment Individual and/or group assignments/reflections/projects	<p>See General Curriculum Map Resources Listing of general course text and resources.</p> <p>&nbsp;</p> <p>General Course Digital Resources (see Individual Unit/Topic Resources for specific digital links/resources):</p> <p>Voices Across Time Introductory Materials by chronological unit: https://voices.pitt.edu/TeachersGuide/VAT%20TOC%20by%20Unit.htm</p> <p>&nbsp;</p> <p>Voices Across Time Chronological Lesson plan Outline (links to audio included within individual lesson): https://voices.pitt.edu/LessonPlans.htm</p> <p>&nbsp;</p> <p>Voices Across Time Thematic Outline and audio links: https://voices.pitt.edu/index.htm https://voices.pitt.edu/TeachersGuide/VAT%20TOC%20by%20theme.htm</p> <p>&nbsp;</p> <p>PBS Learning Media - Music and Musicians: https://wqln.pbslearningmedia.org/collection/educators-guide-american-history-culture-narratives/t/music-musicians/</p> <p>&nbsp;</p> <p>NPR:&nbsp;https://www.npr.org/series/622671774/american-anthem</p>
 	 	 	 	 	

Resources:

American History Text (pdf available on Canvas LMS CASH Book Shelf, updated digital format used HMH Ed: American History Reconstruction to the Present)

World History Text (pdf available on Canvas LMS CASH Book Shelf)

OpenStax Sociology Text: <https://openstax.org/details/books/introduction-sociology-3e>

Digital Music Files (Source/media platform TBD)

NPR's American Anthem: <https://www.npr.org/series/622671774/american-anthem>

Voices Across Time:<https://voices.pitt.edu/index.htm>

Music is Power: Popular Songs, Social Justice, and the Will to Change

By Brad Schreiber

Which Side Are You On?: 20th Century American History in 100 Protest Songs

By James Sullivan

33 Revolutions per Minute

By Dorian Lynskey

Topic: Non violence/Civil Rights

Topic: Folk

Topic: The Environment/Nuclear Energy Concerns

Topic: Vietnam/Black Power/Kent State

Topic: Women's Liberation/Minority Rights Movements

Topic: Rock and Roll

Unit: Late 20th Century and Beyond

Timeline: Week 16 to 17

Unit Description: This Unit will identify social and political movements during the late 20th Century and new Millennium focusing on

Unit Sub Topics are listed after this Unit Description in Unit Big Ideas to provide framework and background across social science disciplines.

Unit 10: <https://voices.pitt.edu/index.htm>

Unit Essential Questions: See General Curriculum Map Course Essential Questions.

Unit Big Ideas:

- Social and Political Protest in the Modern Age (Punk, Hip Hop, Current Artists)
- World Events/Topics: Central America, Africa (Nigeria/Uganda), Cambodia, Jamaica, Ireland, Europe, USA (genocide/political unrest)

Student led themes/ideas for individual research:

- Inequality
- Race Gender
- Slavery/Human Trafficking
- War
- Religion
- Government
- Climate/Environmental Issues
- Social Media/Internet

Unit See Unit Assignments Table and General Curriculum Map Resources.

Materials:

Unit Assignments:

Lesson	 Objective	 Standards	 Assessment	 Resources
<p>Lesson Ideas/ Suggestions:</p> <p>Text Reading (Individual and/or Class)</p> <p>Guided Notes & Assignment Practice</p> <p>Lecture</p> <p>Class Discussion/ Tiered Questioning</p> <p>Station/Hands on Practice Activities</p> <p>Primary Source article reading/ discussion</p> <p>Case Study viewing/discussion/ summary</p> <p>Review Videos/Clips</p> <p>District Approved Guest Speaker(s)</p>	<p>See General Curriculum Map Individual Unit/Topic Objectives.</p> <p>&nbsp;</p> <p>&nbsp;</p> <p>&nbsp;</p>	<p>PA Standards:</p> <p>http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Writing_in_History_and_Social_Studies_8-7-12.pdf</p> <p>http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Reading_in_History_and_Social_Studies_8-7-12.pdf</p> <p>https://www.stateboard.education.pa.gov/Documents/Regulations%20and%20Statements/State%20Academic%20Standards/E%20HISTORY%20web03.pdf</p> <p>&nbsp;</p> <p>National Social Studies Standards:</p> <p>https://www.socialstudies.org/standards</p>	<p>&nbsp;Summative and Project based learning</p> <p>Quiz/Test Formative Assessment</p> <p>Individual and/or group assignments/reflections/projects</p>	<p>See General Curriculum Map Resources Listing of general course text and resources.</p> <p>&nbsp;</p> <p>General Course Digital Resources (see Individual Unit/Topic Resources for specific digital links/resources):</p> <p>Voices Across Time Introductory Materials by chronological unit:</p> <p>https://voices.pitt.edu/TeachersGuide/VAT%20TOC%20by%20Unit.htm</p> <p>&nbsp;</p> <p>Voices Across Time Chronological Lesson plan Outline (links to audio included within individual lesson):</p> <p>https://voices.pitt.edu/LessonPlans.htm</p> <p>&nbsp;</p> <p>Voices Across Time Thematic Outline and audio links:</p> <p>https://voices.pitt.edu/index.htm</p> <p>https://voices.pitt.edu/TeachersGuide/VAT%20TOC%20by%20theme.htm</p> <p>&nbsp;</p> <p>PBS Learning Media - Music and Musicians:</p> <p>https://wqln.pbslearningmedia.org/collection/educators-guide-american-history-culture-narratives/t/music-musicians/</p> <p>&nbsp;</p> <p>NPR:&nbsp;https://www.npr.org/series/622671774/american-anthem</p>
 	 	 	 	

Resources:

American History Text (pdf available on Canvas LMS CASH Book Shelf, updated digital format used HMH Ed: American History Reconstruction to the Present)

World History Text (pdf available on Canvas LMS CASH Book Shelf)

OpenStax Sociology Text: <https://openstax.org/details/books/introduction-sociology-3e>

Digital Music Files (Source/media platform TBD)

NPR's American Anthem: <https://www.npr.org/series/622671774/american-anthem>

Voices Across Time: <https://voices.pitt.edu/index.htm>

Music is Power: Popular Songs, Social Justice, and the Will to Change

By Brad Schreiber

Which Side Are You On?: 20th Century American History in 100 Protest Songs

By James Sullivan

33 Revolutions per Minute

By Dorian Lynskey

Topic: Social and Political Protest in the Modern Age

Topic: Modern World Events/Topics

Topic: Student led themes/ideas for individual research