

# The following Minnesota Academic Standards are met by any of History Theatre's productions

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## **Social Studies**

### **9<sup>th</sup>-12<sup>th</sup> Grade**

9.4.1.2.2 Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.

## **Language Arts**

### **8<sup>th</sup> Grade**

8.5.9.9 Analyze a case in which two or more texts including one text by or about Minnesota American Indians or other diverse cultures, provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

### **9<sup>th</sup>-10<sup>th</sup> Grade**

9.4.7.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

9.5.7.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

### **11<sup>th</sup>-12<sup>th</sup> Grade**

11.4.7.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play) evaluating how each version interprets the source text.

11.4.7.7 Analyze multiple interpretations of a story, drama, or poem, (e.g., recorded live production of play), evaluating how each version interprets the source text.

11.7.1.1.b Develop claim(s) and counterclaims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

11.12.7.7 Integrate and evaluate multiple sources of information presented in diverse formats and media.

## **The Arts**

### **Music**

#### **9<sup>th</sup>-12<sup>th</sup> Grade**

9.1.1.33 Analyze how the characteristics of a variety of genres and styles contribute to the creation of, performance of, or response to music.

### **Theater**

#### **9<sup>th</sup>-12<sup>th</sup> Grade**

9.1.1.4.1 Analyze how the elements of theater, including plot, theme, character, language, sound and spectacle are combined to communicate meaning in the creation of, performance of, or response to theater.

9.1.3.4.1 Analyze how a work of theater influences and is influenced by the personal, social, cultural and historical contexts.

9.2.1.4.3 Justify an artistic statement, including how audiences and occasion influence creative choices.

# The following curriculum meets these specific shows

## Orphan Train

### **Social Studies**

#### **4<sup>th</sup> Grade**

4.3.4.10.2 Analyze the impact of geographic factors on the development of modern agricultural regions in Minnesota and the United States.

#### **5<sup>th</sup> Grade**

5.4.1.2.1 Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings, and use evidence to draw conclusions that address the questions.

5.4.1.2.2 Explain a historical event from multiple perspectives.

#### **6<sup>th</sup> Grade**

6.4.1.2.1 Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings.

6.4.4.20.2 Analyze the causes and impact of migration and immigration on Minnesota society during the late nineteenth and early twentieth centuries.

#### **7<sup>th</sup> Grade**

7.4.1.2 Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

7.4.4.20 As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform.

7.4.4.20.2 Analyze the consequences of economic transformation on migration, immigration, politics and public policy at the turn of the 20<sup>th</sup> century.

#### **9<sup>th</sup> -12<sup>th</sup> Grade**

9.2.5.11.4 Evaluate the impact of at least two United States Supreme Court decisions on the United States. For example: child labor laws

9.3.3.7.2 Describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how these patterns are changing.

9.4.3.11.4 Compare and contrast the shift from chattel slavery to other forms of labor in different world regions, and its effects on world-wide migration patterns.

9.4.4.20.1 Analyze how immigration and internal migration changed the demographic and settlement patterns of the United States population.

### **Language Arts**

#### **4<sup>th</sup> Grade**

4.1.7.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

#### **5<sup>th</sup> Grade**

5.1.7.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

5.1.9.9 Compare and contrast stories in the same genre.

5.1.10.10 By the end of the year, read and comprehend literature and other texts including stories and dramas.

5.2.3.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

5.2.7.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

5.2.10.10 By the end of the year, read and comprehend informational texts, including history/social studies.

### **8<sup>th</sup> Grade**

8.4.10.10 By the end of the year, reading and comprehend literature and other texts including stories and dramas.

## **Highway Men**

### **Social Studies**

#### **6<sup>th</sup> Grade**

6.4.4.20.2 Analyze the causes and impact of migration and immigration on Minnesota society during the late nineteenth and early twentieth centuries. i.e. Establishment of ethnic communities and neighborhoods, shifting political power.

#### **7<sup>th</sup> Grade**

7.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in the United States.

#### **8<sup>th</sup> Grade**

8.4.3.13.1 Analyze connections between revolutions, independence movements and social transformations during the Cold War era.

#### **9<sup>th</sup>-12<sup>th</sup> Grade**

9.1.1.1.1 Demonstrate skills that enable people to monitor and influence state, local and national affairs.

9.1.1.1.4 Examine a public policy issue by defining the problem, developing alternative courses of action, evaluating the consequences of each alternative, selecting a course of action, and designing a plan to implement the action and resolve the problem.

9.1.2.3.1 Analyze how constitutionalism preserves fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.

9.1.2.3.2 Identify the sources of governmental authority; explain popular sovereignty as the source of legitimate governmental authority in a representative democracy or republic.

9.1.2.3.5 Analyze the tensions between the government's dual role of protection individual rights and promoting the general welfare, the struggle between majority rule and minority rights and the conflict between diversity and unity.

9.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/ or governments faced with the same alternatives might make different choices.

9.2.2.2.1 Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.

9.2.2.2.2 Evaluate investment options using criteria such as risk, return, liquidity and time horizon; evaluate and apply risk-management strategies in investing and insuring decisions.

9.2.3.3.1 Identify the incentives and trade-offs related to a choice made by an individual, household, organization or government; describe the opportunity cost of a choice (both intended and unintended).

9.2.3.4.1 Explain how the availability of productive resources and technology limits the production of goods and services.

9.2.3.4.3 Define broad economic goals and describe the trade-offs that exist between them; evaluate how different economic systems achieve these goals in theory and in practice.

9.2.4.8.2 Identify measures of income distribution, wealth distribution and poverty, and explain how these affect, and are affected by, the economy; evaluate the effectiveness of, and incentives created by, government income redistribution programs.

9.3.1.1.1 Create tables, graphs, charts, diagrams and various kinds of maps including symbol, dot and choropleth maps to depict the geographic implications of current world events or to solve geographic problems.

9.3.1.2.1 Use geospatial technologies to make and justify decisions about the best location for facilities.

9.3.2.3.1 Make inferences and draw conclusions about the physical and human characteristics of places based on a comparison of maps and other geographic representations and geospatial technologies.

9.3.3.6.2 Analyze how transportation and communication systems have affected the development of systems of cities.

9.3.3.6.3 Describe how changes in transportation and communication technologies affect the patterns and processes of urbanization of the United States.

9.3.3.7.2 Describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how these patterns are changing.

9.4.4.22.1 Analyze the technological and societal changes that affected popular culture in the Post World War II era.

## **Things They Carried**

### **Social Studies**

#### **9<sup>th</sup>-12<sup>th</sup> Grade**

9.1.2.2-The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule, and minority rights.

9.1.2.3.2- Analyze how the following tools of civic engagement are used to influence the American political system: civil disobedience, initiative, referendum and recall.

9.4.4.22-Post-World War II United States was shaped by an economic boom, Cold War Military engagements, politics and protests and rights movements to improve the status of racial minorities, women and American indigenous peoples. (Post-World War II United States: 1945-1989)

9.4.4.22.3- Analyze the role of the United States in Southeast Asia including the Vietnam War; evaluate the impact of the domestic response to the war.

9.4.4.22.4- Analyze the causes and effects of the United States Secret War in Laos and how Hmong allies were impacted as a result of their involvement in this war.

## **Language Arts**

### **9<sup>th</sup>-12<sup>th</sup> Grade**

11.12.7.7- Integrate and evaluate multiple sources of information presented in diverse formants and media (e.g., visually, quantitatively, spatially, aurally, physically as well as in words) in order to address a question or solve a problem.

11.12.8.8- Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

11.12.9.9- Integrate information from divers sources, both primary and secondary into a coherent understanding or an idea or evening. Noting discrepancies among sources.

11.12.10.10- By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.

11.14.9.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Paper Daughters**

### **Social Studies**

#### **7<sup>th</sup> Grade**

7.4.1.2 Historical inquiry is a processes in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

7.4.4.20.4 Analyze the effects of racism and legalized segregation on American society. i.e. 1882 exclusion Act

#### **9<sup>th</sup> -12<sup>th</sup> Grade**

##### 9.1.3.5.1

Define the legal meaning of citizenship in the United States, describe the process and requirements for citizenship and explain the duties of citizenship including service in court proceedings and selective services registration.

##### 9.1.3.5.2

Describe the process of naturalization; explain the role of the federal government in establishing immigration policies.

9.2.5.9.3 Compare and contrast the shift from chattel slavery to other forms of labor in different world regions, and its effects on world-wide migration patterns.

9.4.3.11.8 Compare and contrast the approaches of China and Japan to Western influence.

9.4.4.20.2 Analyze how immigration and internal migration changed the demographic and settlement patterns of the United States population.

9.4.4.20.5 Describe the spread of racial violence across the nation the anti-Chinese exclusion movement in the West, and the debates about how to preserve and expand freedom and equality.

## **Sweet Land**

### **Social Studies**

#### **6<sup>th</sup> Grade**

6.4.4.20.3 Describe the effects of reform movements on the political and social culture of Minnesota in the early twentieth century.

6.4.4.20.5 Describe the political and social culture of Minnesota during World War I and how it affected Minnesotans.  
i.e. the persecution of the Germans.

### **7<sup>th</sup> Grade**

7.4.4.18.2 Identify new technologies and innovations that transformed the United States' economy and society.

### **8<sup>th</sup> Grade**

8.3.3.7.2 Describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how these patterns are changing.

### **9<sup>th</sup>-12<sup>th</sup> Grade**

9.4.4.20.2 Analyze how immigration and internal migration changed the demographic settlement patterns of the United States population.

## **Media Arts**

### **9<sup>th</sup>-12<sup>th</sup> Grade**

9.1.1.2.3 Analyze how the characteristics of a variety of styles and genres such as documentary, narrative, or abstract contribute to the creation of, presentation of, or response to media artworks.