

## **Maine Song and Story Sampler - Curriculum Connections Series**

### **Lesson Number: 3**

**Standards Connection:** Social Studies Maine Learning Results – Parameters of Essential Instruction (standard A-3). A. Applications of Social Studies Processes, Knowledge, and Skills. 3. Taking Action Using Social Studies Knowledge and Skills.

**Geographic Region:** Statewide

**Grade Level:** 5-12

**Instructional Time:** Approximately one to one and one-half hours

**Introduction:** Students are social actors. As young citizens they can make their voices heard and promote ideas, causes and issues they hold dear. In this exercise students will have the opportunity to see how historic and imaginary characters have promoted their ideals (or the ideals ascribed to them).

**Materials:** The following materials are required for this lesson:

- Digital and sound projection equipment, e.g. a MLTI laptop in one-to-one computing environments OR a teacher-directed LCD/sound projection system in traditional classrooms.
- Access to the Maine Song and Story Sampler website.
- Writing materials.

**Pre-Teaching:** Students should be familiar with the Maine Song and Story Sampler site and the breadth of material archived therein.

**Activity:** Students will browse the MS&SS site and identify artifacts, songs and stories that demonstrate political or social advocacy. When a student finds a document they feel meets this criteria they should “adopt” this document for further analysis. Teachers should monitor students’ work to make sure each student or student group selects their own document.

Students will then review the document and compose a short summary (suggested time limit > 30 minutes) of the document and explain the social issue it addresses. Students will then produce a piece of political media such as a campaign poster, white paper, issue statement or web-page advocating the position taken in their song or story. For example, a student who selected “The Irish Patriot” sung by Dale Potter (Mattawamkeag) could develop political media advocating for self-determination, personal freedom or, more specifically for advanced students, Irish republicanism.

**Assessment:** Teachers may choose to assess student writing based upon the rubrics or standards of their respective districts. Mastery of PEI A-3 may be assessed through a review of the content of the student’s essay and through a review of the student’s graphic product or presentation.