

Dred and Harriet Scott Multimedia Curriculum Kit Standards Alignment

The Dred and Harriet Scott Multimedia Curriculum Kit helps to meet the following national and state standards.

	Video & Slideshow	Lesson 1: Slavery in Minnesota	Lesson 2: Freedom Suits	Lesson 3: Understanding the Decision	Lesson 4: Newspaper Reaction to the Decision
Minnesota Common Core Reading Standards for Literature 6 - 12, Reading Benchmarks Informational Text, 6 - 12					
6.5.9.9 Compare and contrast one author's presentation of events, including events related to Minnesota American Indians, with that of another (e.g. a memoir written by and a biography on the same person).				X	
7.5.9.9 Analyze how two or more authors writing about the same topic including topics about Minnesota American Indians; shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.				X	
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.				X	
9.5.6.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.					X
11.5.6.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.					X

	Video & Slideshow	Lesson 1: Slavery in Minnesota	Lesson 2: Freedom Suits	Lesson 3: Understanding the Decision	Lesson 4: Newspaper Reaction to the Decision
9.5.9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail," and other documents such as those written by Sojourner Truth, Chief Seattle, and Elizabeth Cady Stanton), including how they address related themes and concepts.	X	X	X	X	X
11.5.9.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	X	X	X	X	X
Minnesota Academic Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, 5					
5.2.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.					X
5.2.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.					X
5.2.3.3 Explain the relationship 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.	X	X	X	X	X
5.2.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		X	X	X	X

	Video & Slideshow	Lesson 1: Slavery in Minnesota	Lesson 2: Freedom Suits	Lesson 3: Understanding the Decision	Lesson 4: Newspaper Reaction to the Decision
5.2.6.6 Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.				X	X
Minnesota Standards for English Language Arts and Literacy in History/Social Studies 6 - 12					
6.12.2.2 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.		X			
9.12.2.2 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.		X			
11.12.2.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas.		X			
9.12.6.6 Compare the point of view of two or more authors or creators for how they treat the same or similar topics, including which details they include and emphasize or exclude in their respective accounts including points of view about Minnesota American Indian history.		X	X	X	X
11.12.6.6 Evaluate authors' differing points of view, including differing points of view about Minnesota American Indian history, on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.		X	X	X	X
6.12.9.9 Analyze the relationship between a primary and secondary source on the same topic.		X	X	X	X

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9.12.9.9 Compare and contrast treatments of the same topic in several primary and secondary sources, including texts from various cultures and Minnesota American Indian culture.		X	X	X	X
11.12.9.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.		X	X	X	X
6.12.10.10, 9.12.10.10, 11.12.10.10 By the end of grade 8/10/12 read and comprehend history/social studies texts in the grades 6 - 12 text complexity band and independently and proficiently.		X	X	X	X