

**2017**  
**Standards Alignment**  
**For the *Music in Arkansas: Origins* Educator Guide**

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Access the educator's edition of the film and its accompanying  
educator guide, professional development course, and more at:  
[aetn.org/musicinarkansas](http://aetn.org/musicinarkansas) and [ideas.aetn.org](http://ideas.aetn.org).



**Alignment with College, Career & Civic Life  
C3 Framework for Social Studies State Standards**

STANDARD/COMPONENT	LOCATION IN GUIDE
<p><b>DIMENSION 1: DEVELOPING QUESTIONS &amp; PLANNING INQUIRIES</b></p> <p><b>Alignment with Components of the Inquiry Arc:</b>            Compelling Questions: The questions associated with standards have been framed in the form of “compelling questions.” Students may also be encouraged to develop their own compelling questions, which would further support standards within Dimension One.            Supporting Questions: The remainder of the questions for each era have been framed in the form of “supporting questions.”            Helpful Sources: Our recommended resources can be found on P12 of the educator guide. Students may also be encouraged to find and evaluate resources on their own.            Formative Tasks: The discussion and writing tasks for each era have been designed as “formative tasks.”</p>	
<p><b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS &amp; TOOLS</b></p> <p>Individual C3 Framework standards for civics, economics, geography, history, and anthropology are referenced throughout this document and are aligned with Arkansas standards. Related compelling questions through the lenses of economics, geography, history, and anthropology are included on P10 of the educator guide.</p>	
<p><b>DIMENSION 3: EVALUATING SOURCES &amp; USING EVIDENCE</b></p> <p>The standards below should be addressed and reinforced as students work through their inquiry tasks.</p>	
<p>D3.1.6–8 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>D3.1.9–12 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>D3.2.6–8 Evaluate the credibility of a source by determining its relevance and intended use.</p> <p>D3.2.9–12 Evaluate the credibility of a source by examining how experts value the source.</p> <p>D3.3.6–8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.</p> <p>D3.3.9–12 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>D3.4.6–8 Develop claims and counterclaims while pointing out the strengths and limitations of both.</p> <p>D3.4.9–12 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>	<p>P10–11</p>

**DIMENSION 4: COMMUNICATING CONCLUSIONS & TAKING INFORMED ACTION**

The standards below should be addressed and reinforced as students work through their performance tasks, critiques, and informed actions.

D4.1.6–8 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.	P11
D4.1.9–12 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.	
D4.2.6–8 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	
D4.2.9–12 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).	
D4.3.6–8 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	
D4.3.9–12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	
D4.4.6–8 Critique arguments for credibility.	
D4.4.9–12 Critique the use of claims and evidence in arguments for credibility.	
D4.5.6–8 Critique the structure of explanations.	
D4.5.9–12 Critique the use of the reasoning, sequencing, and supporting details of explanations.	
D4.6.6–8 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.	
D4.6.9–12 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.	
D4.7.6–8 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.	
D4.7.9–12 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.	
D4.8.6–8 Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.	
D4.8.9–12 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	

**Alignment with Arkansas History Grades 7–8  
Social Studies Curriculum Framework (2014)**

CONTENT STANDARD	QUESTION/TASK FROM THE EDUCATOR GUIDE	LOCATION IN GUIDE	LITERACY ALIGNMENT FOR THE STANDARD	C3 ALIGNMENT FOR THE STANDARD
<b>Strand: Geography</b> Standards: 1. Students will analyze geographic attributes of Arkansas. 2. Students will analyze ways the geography of Arkansas influenced the development of the state.				
G.1.AH.7–8.1 Compare and contrast the six geographic regions of Arkansas using geographic representations and available geospatial technologies	How have the attributes of Arkansas’s geographic regions impacted music in the state? Conduct more research to consider the relationship between the attributes of at least three of Arkansas’s geographic regions and the musical traditions that developed or became popular there. Provide sufficient evidence and construct a detailed map to support your findings.	P10, A	CCRA.R.1, 3, 7 CCRA.W.7 CCRA.SL.1, 2, 4 CCRA.L.6	D2.Geo.2, 3, 5, 6, 10.6–8
G.2.AH.7–8.3 Examine ways the geography of Arkansas affected cultural characteristics of places and regions			CCRA.R.1, 3, 7 CCRA.W.7, 9 CCRA.SL.1, 2, 4	D2.Geo.1, 6, 7, 10.6–8
<b>Strand: Economics</b> Standards: 3. Students will analyze economic influences on Arkansas. 4. Students will analyze the economic impact of Arkansas nationally and globally.				
E.3.AH.7–8.4 Examine contributions of Arkansas entrepreneurs on economic development in Arkansas	How have Arkansas’s music and radio entrepreneurs influenced industry? Conduct research to analyze the contributions of two or more innovative music/radio entrepreneurs from Arkansas. Describe the impact that these Arkansans have had on industry and on local, national, and global economies.	P10, D	CCRA.R.1, 3, 7 CCRA.W.7, 9 CCRA.SL.1, 2, 4	D2.Eco.1, 2, 4, 7.6–8 D2.His.3.6–8
E.4.AH.7–8.2 Analyze the impact of Arkansas businesses and industries on local, national, and global economies			CCRA.R.1, 3, 7 CCRA.W.7, 9 CCRA.SL.1, 2, 4	D2.Eco.1, 7, 13.6–8
<b>Strand: History</b> Standard: 7. Students will examine the impact of historical events and people on the development of Arkansas.				
H.7.AH.7–8.1 Evaluate ways that historical events in Arkansas were shaped by circumstances in time and place	How have the historical events and cultural transformations of each era shaped music in Arkansas? Reflect on the origins of at least three of Arkansas’s musical traditions and the circumstances impacting their development. Outline how Arkansas’s musical traditions have been influenced by the circumstances of time and place.	P10, B	CCRA.R.1, 3, 7 CCRA.W.7, 9 CCRA.SL.1, 2, 4	D2.Geo.1, 5, 6.6–8 D2.His.1, 2, 3, 5, 10, 11, 14, 16.6–8
H.7.AH.7–8.9 Examine social and cultural transformations in Arkansas (e.g., counter culture, music, art)			CCRA.R.1, 3, 7 CCRA.W.7, 9 CCRA.SL.1, 2, 4	D2.Civ.10.6–8 D2.His.1, 2, 4, 5, 6, 14, 15, 16.6–8
H.7.AH.7–8.10 Research contributions made by Arkansans in the fields of art, medicine, politics, science, and technology in the 20th and 21 <sup>st</sup> centuries	How have Arkansas musicians influenced the music industry? Choose a 20th-century musician featured during <i>Music in Arkansas: Origins</i> . Conduct research on that musician’s life and his or her contributions to music and to the music industry. Write a biographical article that outlines the significance of the musician’s contributions to music in Arkansas.	P10, C	CCRA.R.1, 3, 7 CCRA.W.7, 9 CCRA.SL.1, 2, 4	D2.His.3, 9, 13, 14, 15, 16.6–8

**Alignment with General Music Grades K–8  
Fine Arts Curriculum Framework (2014)**

NOTE: The documentary is most appropriate for students in grades 7–12. K–6 standards are not addressed.

CONTENT STANDARD	QUESTION/TASK FROM THE EDUCATOR GUIDE	LOCATION IN GUIDE	LITERACY ALIGNMENT FOR THE STANDARD
<p><b>Strand: Connecting</b>  Standards: 10. Students will synthesize and relate knowledge and personal experiences to make art.  11. Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>			
<p>CN.10.7.1  Analyze the ways in which individual experiences and other influences provide context for the musical work and performance of others</p>	<p>How do historical circumstances and cultural characteristics impact musical performances? Consider how musical performances in Arkansas have changed with each shift of culture and era. Analyze and discuss these shifts, then list how individual experiences and historical contexts might have impacted some of the musical performances presented throughout <i>Origins</i>.</p>	<p>P10, E</p>	<p>CCRA.W.2, 7, 9  CCRA.SL.1, 2, 3, 4</p>
<p>CN.10.8.1  Appraise individual experiences and other influences that provide context for personal musical work and impact personal musical performance</p>			
<p>CN.11.7.2  Investigate music from various cultures, historical periods, and/or events</p>			<p>CCRA.R.3  CCRA.SL.1, 2, 3, 4</p>
<p>CN.11.8.2  Analyze music from various cultures, historical periods, and/or events</p>			

**Alignment with Arkansas History Grades 9–12  
Social Studies Curriculum Framework (2014)**

NOTE: The documentary and educator guide are arranged to best align with the eras as defined by the *Encyclopedia of Arkansas* and the 9–12 AR History Strands & Standards.

CONTENT STANDARD	QUESTION/TASK FROM THE EDUCATOR GUIDE	LOCATION IN GUIDE	LITERACY ALIGNMENT FOR THE STANDARD	C3 ALIGNMENT FOR THE STANDARD
<p><b>Strand: Era 1: Pre-European Exploration Through Arkansas Settlement to 1802</b> Standard: 1. Students will analyze the early history of Arkansas. (Page 3, Numbers 1–7)</p>				
<p>Era1.1.AH.9–12.1 Compare and contrast prehistoric cultural characteristics of early native populations in Arkansas</p>	<p>In what ways were Arkansas’s earliest American Indian cultures similar? Conduct more research on the cultural characteristics of early native populations in Arkansas, focusing on both ceremonial and everyday uses of song, dance, and sound-making instruments. Placing an emphasis on music, write to explain the similarities and differences among the cultural characteristics of two or more of Arkansas’s earliest tribes.</p>	<p>P3, #6</p>	<p>CCRA.R.1, 2, 7, 9 CCRA.W.2, 7, 8 CCRA.SL.1, 4</p>	<p>D2.Geo.6.9–12 D2.His.8, 10, 14.9–12</p>
<p>Era1.1.AH.9–12.2 Analyze the impact of European explorers on native populations and the environment from multiple perspectives</p>	<p>What was the impact of European explorers on early native populations in Arkansas? Conduct more research to discover the impact of European explorers on the music, sound-making instruments, and cultures of Arkansas’s early native populations. Write two articles that describe this impact from different perspectives.</p>	<p>P3, #7</p>	<p>CCRA.R.1, 2, 3, 6, 7, 9 CCRA.W.2, 7, 8, 9 CCRA.SL.1, 2, 3, 4</p>	<p>D2.Civ.1, 5.9–12 D2.Geo.2, 6, 7.9–12 D2.His.3, 4, 9, 10.9–12</p>
<p><b>Strand: Era 2: Louisiana Purchase Through Early Statehood 1803–1860</b> Standard: 2. Students will analyze causes and consequences of events from the Louisiana Purchase through early statehood. (Page 5, Numbers 1–6)</p>				
<p>Era2.2.AH.9–12.1 Evaluate intended and unintended consequences of public policies (e.g., Louisiana Purchase, Missouri Compromise, Indian Removal)</p>	<p>What were the consequences of public policies during this era? Research one of the major public policy decisions of the time, such as the Indian Removal Act or the Louisiana Purchase, and write to evaluate the intended and unintended consequences on the people of Arkansas and their cultural traditions.</p>	<p>P5, #6</p>	<p>CCRA.R.1, 2, 3, 4, 7, 9 CCRA.W.2, 7, 9 CCRA.SL.1, 4</p>	<p>D2.Civ.13.9–12 D2.Geo.6.9–12 D2.His.14.9–12</p>

<b>Strand: Era 3: Civil War Through the Gilded Age 1861–1900</b> Standard: 3. Students will analyze factors that influenced the perspectives of Arkansans from the Civil War through the Gilded Age. (Page 7, Numbers 1–6)				
Era3.3.AH.9–12.5 Examine effects of social and economic transformations on various regions and segments of the population (e.g., rise of industry, prosperity, transportation, movement of people, immigration, education reform)	How did the historical events of this era affect music and musicians in Arkansas? Consider the social transformations taking place during the Civil War and throughout the Reconstruction and the Gilded Age. Conduct research, then write to describe the effects of these social transformations on musicians and music in Arkansas.	P7, #6	CCRA.R.1, 2, 3, 7, 9 CCRA.W.2, 7, 9 CCRA.SL.1, 4	D2.Civ.5.9–12 D2.Eco.1, 3, 4, 10.9–12 D2.Geo.7, 8.9–12 D2.His.1, 2, 4, 5, 14, 16.9–12
<b>Strand: Era 4: Early 20<sup>th</sup> Century 1901–1940</b> Standard: 4. Students will analyze factors that influenced the perspectives of Arkansans in the early 20 <sup>th</sup> century. (Page 9, Numbers 1–6)				
Era4.4.AH.9–12.2 Analyze economic developments in Arkansas during the early 20th century (e.g., resorts, oil boom, timber industry)	How did the invention of radio impact Arkansas’s economy and its growing music industry? Research and analyze the development and advancement of radio and radio broadcasts in Arkansas. Hold a discussion on the impact of radio on the music industry and on Arkansas’s economy.	P9, #4	CCRA.R.1, 2, 3, 7, 9 CCRA.W.2, 7, 9 CCRA.SL.1, 4	D2.Civ.11, 13.9– 12 D2.Eco.1, 11.9–12 D2.Geo.1, 6, 7, 10.9–12 D2.His.1, 16.9–12
Era4.4.AH.9–12.3 Evaluate effects of World War I on Arkansans using a variety of primary and secondary sources	What historical event during this era had the greatest effect on music in Arkansas? Conduct research to find primary and secondary sources that demonstrate the effects of World War I, the Great Depression, and the New Deal. Write an argument detailing which major event you feel had the greatest impact on music in Arkansas, why, and whether the impact was positive or negative. Provide detailed examples in your response.	P9, #6	CCRA.R.1, 2, 3, 7, 8, 9 CCRA.W.2, 7, 8, 9 CCRA.SL.1, 3, 4	D2.Civ.14.9–12 D2.Geo.4.9–12 D2.His.1, 14.9–12
Era4.4.AH.9–12.5 Analyze social, economic, and political effects of the Great Depression on various regions and segments of the population in Arkansas			CCRA.R.1, 2, 3, 7, 9 CCRA.W.2, 7, 9 CCRA.SL.1, 4	D2.Civ.5, 7, 13.9– 12 D2.Eco.1, 8, 12.9– 12 D2.Geo.1, 4, 9.9– 12 D2.His.5, 6, 8, 14, 15.9– 12
Era4.4.AH.9–12.6 Analyze social, economic, and political effects of the New Deal on various regions and segments of the population in Arkansas			CCRA.R.1, 2, 3, 7, 9 CCRA.W.2, 7, 9 CCRA.SL.1, 4	D2.Civ.5, 7.9–12 D2.Eco.6, 7.9–12 D2.Geo.4.9–12 D2.His.2, 6, 8, 14.9–12

**Alignment with Music Appreciation  
Fine Arts Curriculum Framework (2014)**

CONTENT STANDARD	QUESTION/TASK FROM THE EDUCATOR GUIDE	LOCATION IN GUIDE	LITERACY ALIGNMENT FOR THE STANDARD
<p><b>Strand: Responding</b> Standard: 8. Students will interpret intent and meaning in artistic work.</p> <p><b>Strand: Connecting</b> Standard: 11. Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>			
R.8.MA.1 Discuss the emergence of musical genres	<p>Consider how Arkansans have experienced music and what its role has been within Arkansas culture. Hold a discussion differentiating the roles of music and musicians in the various cultures and musical disciplines featured in <i>Origins</i>. Discuss the emergence of musical genres and, as a group, identify a selection of representative music, composers, and genres for each era explored in the film. Create a detailed timeline illustrating the historical and cultural contexts of the selected works and genres.</p> <p><b>NOTE: This task may also be appropriate for history classes or for an interdisciplinary unit. Both this inquiry task and the performance task on P11 of the educator guide have been developed utilizing the C3 Inquiry Arc as a guideline, following the C3 companion document for anthropology studies.</b></p>	P10, F	CCRA.R.3, 1 CCRA.SL.1, 4 CCRA.L.6
R.8.MA.3 Analyze the context of selected works from a variety of genres			CCRA.R.3 CCRA.W.2, 8, 9 CCRA.SL.2 CCRA.L.6
CN.11.MA.1 Identify representative composers/songwriters from a variety of time periods and genres			CCRA.SL.2
CN.11.MA.2 Explain the transmission of culture through music (e.g., friendship, joy, comfort, knowledge, religion, love)			CCRA.SL.1, 2, 4 CCRA.L.6
CN.11.MA.3 Compare the relationship between music and events within and across time periods			CCRA.R.1, 2, 3 CCRA.W.4, 7, 8, 9 CCRA.SL.2, 4 CCRA.L.6
CN.11.MA.4 Differentiate the roles of music and musicians in various cultures and disciplines throughout history			CCRA.R.1, 2, 3, 7 CCRA.W.1, 4, 7, 8, 9 CCRA.SL.1, 2, 4 CCRA.L.6
CN.11.MA.5 Describe the characteristics of varied genres of music <ul style="list-style-type: none"> <li>• American music</li> <li>• contemporary music</li> <li>• music by Arkansas composers</li> <li>• music from various historical periods</li> <li>• program music</li> <li>• soundtracks</li> <li>• world music</li> </ul>			CCRA.R.1, 2, 3, 9 CCRA.W.2, 7, 8, 9 CCRA.SL.1, 2, 4 CCRA.L.6