

Linking Art in the Classroom Shaw Memorial Poster with Common Core State Standards

Included for each poster activity are objectives, specific College and Career Readiness Anchor Standards (CCSS) in English and Language Arts (ELA) for grades 4–8, specific ELA standards for grades 4–8, and Literacy in History and Social Studies Standards for grades 6–8.

The College Board broadly defines “text” within the Common Core State Standards as a passage of reading, a primary source, or a work of art. While making meaning of a work of art, students engage in thinking processes similar to those needed to make meaning of a written text. They must observe and describe details. They reason with evidence to extrapolate the main ideas and messages of the work. They ask questions, make connections, and use their imaginations to consider how, why, and what the possibilities of various meanings might be.

1a Take a Look: Details and Adjectives

Students describe key details in the work of art.

CCSS.ELA-Literacy.CCRA.R.2

Determine *central ideas or themes* of a text (work of art) and analyze their development; summarize the *key supporting details and ideas*.

CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a *range of conversations and collaborations* with diverse partners, *building on others’ ideas and expressing their own clearly and persuasively*.

1b Take a Look: Think Further

Students consider the possible purposes, themes, and meanings of the work of art and express their ideas using supporting evidence.

CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what a text (work of art) says explicitly and to *make logical inferences from it*; *cite specific textual evidence* when writing or speaking to *support conclusions* drawn from the text (work of art).

CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a *range of conversations and collaborations* with diverse partners, *building on others’ ideas and expressing their own clearly and persuasively*.

CCSS.ELA-Literacy.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.

RI.x.3

Explain the *relationships or interactions between* two or more individuals, events, *ideas*, or *concepts* in a historical text (work of art) based on specific information in the text.

2 Perspective-Taking through Writing

Students integrate their knowledge of the Massachusetts 54th Regiment and take the point of view of a soldier to write a poem.

CCSS.ELA-Literacy.CCRA.R.6

Assess how *point of view* or purpose *shapes the content* and style of a text.

CCSS.ELA-Literacy.CCRA.W.3

Write *narratives* to develop *real or imagined experiences* or events using effective technique, *well-chosen details*, and well-structured event sequences.

RL.x.2

Determine a theme in a story or *poem*, including how characters in the story *respond to challenges* or how the speaker in a *poem* reflects on the topic.

3 Memorials: Remembering through Sculpture

Students integrate and apply their understanding of the Shaw Memorial and Saint-Gaudens' artistic choices to develop a plan for an original memorial.

CCSS.ELA-Literacy.CCRA.R.7

Integrate and evaluate *content presented in diverse media and formats*, including visually and quantitatively, as well as in words.

RL.x.4

Determine the meaning of *figurative language* (symbolism), such as metaphors and similes, in a text (work of art).

4 A Newspaper Report

Students write an informative article from the perspective of a journalist covering the Massachusetts 54th Regiment.

CCSS.ELA-Literacy.CCRA.W.2

Write *informative/explanatory texts* to *examine and convey complex ideas and information clearly* and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.CCRA.W.3

Write *narratives* to develop *real or imagined experiences or events* using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.CCRA.W.4

Produce *clear and coherent writing* in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.7

Conduct short as well as more sustained *research projects based on focused questions*, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.CCRA.W.8

Gather *relevant information* from multiple print and digital sources, assess the credibility and accuracy of each source, and *integrate the information* while avoiding plagiarism.

CCSS.ELA-Literacy.CCRA.W.9

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

Grades 6 – 8 Literacy in History/Social Studies

CCSS.ELA-Literacy.RH.6–8.1

Cite specific textual evidence to support analysis of *primary and secondary sources*.

CCSS.ELA-Literacy.RH.6–8.2

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.

CCSS.ELA-Literacy.RH.6–8.7

Integrate *visual information* (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6–8.9

Analyze the *relationship between a primary and secondary source* on the same topic.