

Teacher Page - English Language Arts Alignment Information

MoLEAP Blocks are designed to support and measure content learning as well as allow the student to demonstrate that knowledge through multiple measures of practices and /or processes that cannot always be measured on a summative assessment. Cross-pollination of content areas is recommended.

Title: Indian Removal Act

Grade Level/Span: Middle School (6-8) American History

ELA Missouri Learning Standards Alignment

Question 1

- 6-8.RI.1.C – Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 6.RI.2.A – Analyze how a particular sentence, paragraph, section, or image contributes to meaning.

Question 2

- 6-8.RI.1.C – Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

Question 3

- 6-8.RI.3.B – Compare and contrast one author’s presentation of events with that of another. *(Standard worded differently for each grade level, but task is relatively the same.)*
- 6-8.RI.3.C – Explain how the text reflects historical and/or cultural contexts.

Question 4

- 6.RI.2.A – Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
- 6-8.RI.1.C – Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 7-8.RI.3.A – Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.

Question 5

- 6-8.W.1.A.a – Conduct research to answer a question (including a self-generated question).

Question 6

- 6-8.RI.1.C – Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 6.RI.2.A – Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
- 6-8.W.2.A.b – Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

Question 7

- 6-8.RI.1.C – Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 6.RI.2.A – Analyze how a particular sentence, paragraph, section, or image contributes to meaning.

- 6-8.W.2.A.b – Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

Additional Source Material

- Information from Missouri's [Trail of Tears State Park](#)

Suggested Activities to Support ELA Content

- A number of young-adult novels (such as *The Journal of Jesse Smoke: A Cherokee Boy, Trail of Tears, 1838* by Joseph Bruchac and *Soft Rain: A Story of the Cherokee Trail of Tears* by Cornelia Cornelissen) could be packaged into a literature set from which students could select a book and be placed in discussion groups with other students who have selected the same book. After reading the books, students could write reviews regarding the historical and cultural accuracy of the books based on what they have learned in class.

Optional Writing Prompt

- You have been hired to create a new museum for Missouri's [Trail of Tears State Park](#). What information is most important to include and why? Describe how you would display this information in your museum to make it realistic, accurate and interesting.

DESE ELA Materials

- [Grade 6 ELA Standards with Explanations and Examples](#)
- [Grade 7 ELA Standards with Explanations and Examples](#)
- [Grade 8 ELA Standards with Explanations and Examples](#)
- [Scoring Guide for Argumentative Writing](#)
- [Scoring Guide for Informational/Explanatory Writing](#)
- [Scoring Guide for Narrative Writing](#)