

## 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: The Rise of King Cotton**

**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).
- Some prior knowledge required.

#### Question 2

- 6-8.RI.1.A – Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Question 3

- 6-8.RI.1.A – Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Question 4

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

#### Question 5

- 6-8.RI.1.A – Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6-8.RI.1.C –Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 6-8.W.2.A.b – Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

#### Question 6

- 6-8.RI.1.A – Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6-8.RI.1.C –Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 6-8.W.2.A.b – Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
- Some prior knowledge required.

### Additional Source Material

- [“Slavery’s Echoes: Interviews with Former Missouri Slaves”](#) (Missouri State Parks/Missouri State Museum)—Collection of audio recordings, photographs, and more.
- [“Sound Portraits: Fountain Hughes, Former Slave”](#) (Story Corps)—Audio recording and transcript.

- [Collection of photos, prints, and drawings pertaining to slavery in Missouri](#) (Library of Congress)

#### **Suggested Activities to Support ELA Content**

- Students select five or six photos from the Missouri State Museum and/or Library of Congress sites linked above; aim for variety in subject matter (people, places, etc.). Students should analyze the content of the photos and then write a detailed paragraph explaining what these photos teach us through the images they convey. As a follow-up activity, students can display the photos they selected (as a poster, PowerPoint, video) to be used in an oral presentation.

#### **Optional Writing Prompts**

- While Eli Whitney's cotton gin proved beneficial in its contributions to increased cotton production, it also proved detrimental in that it increased the number of enslaved people to meet the demand for more cotton. Think of a recent invention during your lifetime, and do some research to learn about it. Explain how it has both helped and hurt society. Include evidence from your research.

#### **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](#)