

## **PURCHASED LIVES: SOLOMON NORTHUP'S EFFORTS TO PROVE HIS FREEDOM**

### **Texas Essential Knowledge and Skills for Social Studies:**

5.24.A-C, E – The student is expected to differentiate between, locate, and use valid primary and secondary sources such as computers software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States; analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; and organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and identify the historical context of an event.

5.25.A-E – The student is expected to use social studies terminology correctly; incorporate main and supporting ideas in verbal and written communication; express ideas orally based on research and experiences; create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and use standard grammar, spelling, sentence structure, and punctuation.

6.21.B-C, E – The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and map; and identify the elements of frame of reference that influenced participants in an event.

6.22.A-F – The student is expected to use social studies terminology correctly; incorporate main and supporting ideas in verbal and written communication based on research; express ideas orally based on research and experiences; create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research; use standard grammar, spelling, sentence structure, and punctuation; and use proper citations to avoid plagiarism.

7.5.B – Analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.

7.21.B-D – The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; and organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.

7.22.A-B – The student is expected to use social studies terminology correctly; and use standard grammar, spelling, sentence structure, punctuation and proper citation of sources.

8.7.B-C – The student is expected to compare the effects of political, economic, and social factors on slaves and free blacks; and analyze the impact of slavery on different sections of the United States.

8.29.A-D, E – The student is expected to differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States; analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding

the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants.

8.30.A-B – The student is expected to use social studies terminology correctly; use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources.

## **PURCHASED LIVES: TORN APART AND STITCHED BACK TOGETHER**

### **Texas Essential Knowledge and Skills for Social Studies:**

*\*Note, younger grades may require modifications, such as rewriting the articles and adding vocabulary definitions to adjust for reading levels*

4.4.A – Describe the impact of the Civil War and Reconstruction on Texas.

4.21.A-C – The student is expected to differentiate between, locate, and use valid primary and secondary sources such as computers software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas; analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; and organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

4.22.A-E – The student is expected to use social studies terminology correctly; incorporate main and supporting ideas in verbal and written communication; express ideas orally based on research and experiences; create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and use standard grammar, spelling, sentence structure, and punctuation.

5.4.D-G – The student is expected to identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny; and identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments to the U.S. Constitution; explain how industry and the mechanization of agriculture changed the American way of life; and identify the challenges, opportunities and contributions of people from various American Indian and immigrant groups.

5.24.A-C, E – The student is expected to differentiate between, locate, and use valid primary and secondary sources such as computers software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States; analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; and organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and identify the historical context of an event.

5.25.A-E – The student is expected to use social studies terminology correctly; incorporate main and supporting ideas in verbal and written communication; express ideas orally based on research and experiences; create written and visual material such as journal entries, reports, graphic organizers,

outlines, and bibliographies; and use standard grammar, spelling, sentence structure, and punctuation.

6.21.B-C, E – The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and identify the elements of frame of reference that influenced participants in an event.

6.22.A-F – The student is expected to use social studies terminology correctly; incorporate main and supporting ideas in verbal and written communication based on research; express ideas orally based on research and experiences; create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research; use standard grammar, spelling, sentence structure, and punctuation; and use proper citations to avoid plagiarism.

7.5.B – Analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas

7.21.B-D – The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; and organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.

7.22.A-B – The student is expected to use social studies terminology correctly; and use standard grammar, spelling, sentence structure, punctuation and proper citation of sources.

8.1.A – Identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects.

8.7.B-C – The student is expected to compare the effects of political, economic, and social factors on slaves and free blacks; and analyze the impact of slavery on different sections of the United States.

8.8.A-B – The student is expected to explain the roles played by individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar; and explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln.

8.9.C – Explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups.

8.16.B – Describe the impact of the 19<sup>th</sup>-century amendments, including the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments, on life in the United States.

8.29.A-D, E – The student is expected to differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States; analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants.

8.30.A-B – The student is expected to use social studies terminology correctly; use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources.