



**South Carolina
Alternate Assessment
(SC-Alt)**

**SC-Alt Social Studies
Assessment and Instructional
Support Guide**

Grade 4

2014

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Introduction

The South Carolina Alternate Assessment (SC-Alt): Social Studies Assessment and Instructional Support Guide document was developed to provide guidance to teachers for including students with significant cognitive disabilities in challenging academic instruction. The South Carolina social studies standards are prioritized for students participating in the alternate assessment. These prioritized standards, referred to as *essential concepts*, preserve the essence of the grade-level expectations while narrowing the depth and breadth of content students with significant cognitive disabilities are exposed to during instruction and assessment. This document is intended to make the South Carolina social studies standards accessible to students with significant cognitive disabilities for classroom instruction and assessment development. This support guide identifies essential concepts, by grade level and standard, which are important for students participating in the alternate assessment to have exposure to during instruction. Teachers should use this document in conjunction with the *Social Studies Standards Support Document*, which contains the complete list of concepts students in South Carolina are expected to be taught.

For each standard, literacy skills have also been prioritized to reflect skills that are meaningful in post-secondary life. For each literacy skill identified, an instructional activity has also been provided at the concrete symbolic communication level. The intent of providing these activities is to assist teachers in linking their instruction to the identified literacy skills and essential concepts. The activities provided are intended to serve as a model of how to braid literacy skills and social studies essential concepts into instruction. There are many ways in which skills and concepts can be incorporated based on student's individual learning styles and needs. The activities have been provided as examples with the intent that teachers will differentiate the activities both for the diverse learning needs within the "concrete symbolic" group of students as well as to make the skills and concepts accessible and meaningful for students in the pre-symbolic and abstract symbolic levels of communication. It is important to understand that students are not expected to rote recall the specific information included in sample activities. This information provided is intended to demonstrate how the prioritized literacy skills can be reinforced through the content identified in the standard. The complete list of literacy skills for the Social Studies standards can be found in the *Social Studies Standards Support Document*.

Standard—The general education standard from which the essential concepts are derived

Essential Concepts—The narrowed scope of content for instruction to be based on

Literacy Skills Addressed—The prioritization of literacy skills, which lend themselves to being incorporated into the standard and have relevance to the student's academic and post-secondary life

Application of the Literacy Skills—Specific examples demonstrating the relationship of the skill to the essential concepts

Abstract Symbolic—Students who use *abstract symbolic* communication are those who typically use a vocabulary of pictures, picture symbols, and words to communicate. They recognize some sight words and numbers and understand abstract concepts such as yesterday and happy or sad.

Concrete Symbolic—Students at the *concrete symbolic* level of communication are beginning to use pictures or other symbols to communicate. They primarily use *concrete symbols* (e.g., eat, drink, play, more).

Pre-Symbolic—Students at the *pre-symbolic* level may not yet have a consistent system of communication. They may use gestures, an eye gaze, and purposeful movement toward objects and sounds to indicate wants or needs. For example, students may point to or hold up a cup to indicate they

are thirsty. Some students at the *pre-symbolic* level of communication may still be at the awareness level of communication and may communicate by crying or vocalizing, but they may not yet be able to demonstrate purposeful communication.

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South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 4: United States Studies to 1865

Standard 4-1: The student will demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.

It is essential for students to know: People from Asia moved to North America by walking across a **land bridge** that connected Asia to North America during the **Ice Age**. They were **hunter-gatherers** that followed the animals they hunted for food across the land bridge. These people became the first **Native Americans** (4-1.1). The everyday lives of Native Americans depended on the **region** in which they lived. The physical features and natural resources were different in different parts of North America (4-1.2). Europeans began to **explore** the world looking for more **trade** and wealth. They were able to explore across the oceans with better boats and maps. This exploration led to Europeans coming to the Americas, which includes North America and South America (4-1.3 and 4-1.4).

Literacy Skills Addressed by This Standard

- Identify and explain cause-and-effect relationships.
- Construct maps, mental maps, and geographic models to represent spatial relationships.
- Identify the location of places, the conditions at places, and the connections between places.
- Establish chronological order in reconstruction of a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

- Answer questions about the cause of early Native American migration to the New World based on adapted grade-level informational text.

Construct maps, mental maps, and geographic models to represent spatial relationships.

- Locate the routes that early Asians and Europeans took and compare them to where we live today.

Identify the location of places, the conditions at places, and the connections between places.

Geography of North America

- Show (or describe) photographs that illustrate the geography of North America before it was widely settled by humans. Based on the photographs, ask students to identify natural features that are attractive to humans (e.g., animals that can be hunted, plants that can be eaten). Ask students why the natural features they have identified from the photographs may have attracted people from other places to migrate/explore/settle North America.
- Answer *who*, *where*, and *what* questions from an informal text about migration from Europe to the New World.

Establish chronological order in reconstruction of a historical narrative.

- Identify the order of time periods in U.S. history, such as European exploration and settlement of the Americas.

Settlement Timeline

- Assist the student in the creation of a graphic/tactile timeline documenting important events/eras related to the original Native American settlement and future European exploration of North America. Sample timeline entries may include, but are not limited to, the crossing of the Asian–North American land bridge, the establishment of Native American agricultural communities, and European maritime exploration of the eastern seaboard.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 4: United States Studies to 1865

Standard 4-2: The student will demonstrate an understanding of how the settlement of North America was influenced by the interactions of Native Americans, Europeans, and Africans.

It is essential for students to know: There were good and bad **effects** for the Europeans and Native Americans when the Europeans began coming to the Americas. For example, many new plants and animals were shared which was good. The **diseases** Europeans spread to Native Americans were bad (4-2.1). The daily life of European **colonists** in North America was based on the **traditions** of their **mother country** and the natural resources and physical features available where they settled (4-2.2). Many Europeans began building large **farms** called **plantations**. As the number of plantations increased, more workers were needed. Europeans began trading goods for **slaves** from Africa to work on the plantations (4-2.3). **Cooperation** and **conflict** also developed between Europeans, the Native Americans, and the Africans (4-2.4).

Literacy Skills Addressed by This Standard

- Identify and explain cause-and-effect relationships.
- Construct maps, mental maps, and geographic models to represent spatial relationships.
- Identify the location of places, the conditions at places, and the connections between places.
- Interpret visual information to deepen understanding.
- Establish chronological order in reconstruction a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

- Use pictures to discuss why plantation owners needed more workers in their plantations. Have students make or select statements based on this discussion to relate the cause to the effect. For example: The plantations needed a lot of workers because the fields were so big.

Construct maps, mental maps, and geographic-models to represent special relationships.

Map

- On white board (or other appropriate display medium), present a blank outline map showing the following continents: Europe, Africa, and North America (make sure there are no labels anywhere on the map).
 - Present student(s) with three continent labels: Europe, Africa, and North America. Have student(s) place the continent labels on the map. After initial placement, help students make corrections if necessary.

- Present student(s) with additional labels: Markets, Manufactured Goods, Slaves, Raw Materials. Have the students place the labels on the map. For example:
 - The “Manufactured Goods” label would be placed on Europe because that is where manufactured goods were produced.
 - The “Slaves” label could be placed either in Africa (where slaves were taken from) or in North America (where slaves were forced to work).
- Present student(s) with arrow labels to be placed on map: one arrow point should point east (to be placed between Africa and North America to indicate the flow of slaves), and one arrow should point west (to be placed between North America and Europe to indicate the flow of raw materials).
- Use correct and incorrect placement of different labels as basis for additional instruction and clarification about the relationship between the three continents during the period of European colonization.

Identify the location of places, the conditions at places, and the connections between places.

Let’s Have Some Tea

- Use the following instructional materials: paper cups, sugar packets, and tea bags (one of each for every student involved in the lesson).
 - With students, demonstrate how to make a cup of tea. Have the student(s) taste the tea without sugar. Then, have the students add sugar into their tea cups.
 - Explain that during the 1600s and 1700s, Europeans enjoyed sweetening their tea with sugar. Explain that it was too cold in Europe to grow sugar. Using a map, ask students to identify a place in the Americas where it is warm enough to grow sugar (e.g., the Bahamas). Use these facts as a basis to guide discussion about the connection between Europe and the Americas during the period of European colonization.

Interpret visual information to deepen understanding.

- Organize events from European exploration and settlement using a timeline or chart.
- Use pictures to recognize that the availability of resources impacts choices, such as giving up home/security/family to move to the New World.

Establish chronological order in reconstruction of a historical narrative.

Historical Timeline

- Make a timeline with the following empty boxes: First Event, Second Event, Third Event, Fourth Event, Fifth Event.
 - Create cards (possibly with illustrations depending on the learning style of the student) that describe general events in the history of Native American/European/African interaction (e.g., Native Americans get sick from European diseases; Europeans first arrive in the New World; Africans begin working on large plantations; Africans are captured and bought to North America). **Note:** Teacher has flexibility to select any number of different events that relate to the standard and literacy skill.

- Have student(s) place the event cards on the timeline in chronological order. If cards are placed incorrectly, used the incorrect placement as opportunity to re-teach content (e.g., the only way it was possible for Native Americans to become sick with European diseases was by coming into contact with Europeans; because of this, we know that the Europeans had to arrive in North America before the Native Americans got sick with European diseases).

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 4: United States Studies to 1865

Standard 4-3: The student will demonstrate an understanding of the conflict between the American colonies and England.

It is essential for students to know: **Conflicts** over land continued between the Europeans and **Native** Americans. At the same time European colonists from England were unhappy about **taxes** they had to pay to the **mother country** like the Stamp Act and the Tea Act. Colonists wanted to make their own laws and began to **protest** by limiting trade and with the Boston Tea Party. This led to the American Revolution (4-3.1). The colonists sent a letter called the **Declaration of Independence** to the King of England. It listed the **rights** that were being **unfairly** taken by the mother country (4-3.2). A war between the colonists and the mother country of England began. The war was called the American Revolution or the Revolutionary War. Many battles were fought throughout the colonies. The colonists won and gained independence from England (4-3.3). After the war, the 13 colonies became 13 **states**. Conflicts continued between the states. The issue of **slavery** divided the states into **regions**: the northern states, or the North, and the southern states, or the South (4-3.4)

Literacy Skills Addressed by This Standard

- Identify and explain cause-and-effect relationships.
- Construct maps, mental maps, and geographic models to represent spatial relationships.
- Identify the location of places, the conditions at places, and the connections between places.
- Interpret visual information to deepen understanding.
- Establish chronological order in reconstruction of a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

Understanding the American Revolution

- Following instruction, use a graphic organizer similar to the one below to enhance understanding about cause-and-effect relationships during the American Revolution. Use illustrations to fill in the “Effect” column to enhance understanding. For example, use a famous painting of the Boston Tea Party to fill in the “Effect” box that corresponds to the “Tea Act.”

American Revolution Cause-and-Effect Chart	
Cause	Effect
Tea Act	
Boston Tea Party	
Intolerable Acts	
Declaration Of Independence	

Construct maps, mental maps, and other geographical models to represent special relationships.

Where is British Territory?

- Present students with two maps: one map indicating British territory in North America prior to the American Revolution and one map indicating British territory in North America following the American Revolution. Ask students to identify how the maps are different and what the maps tell us about the American Revolution (e.g., England controlled the 13 colonies before the American Revolution, but after the American Revolution, the 13 colonies became a new country).

Identify the location of places, the conditions at places, and the connections between places.

Valley Forge

- Read a passage from the “The Military Journal of George Ewing” to students. Help students to identify the location of Valley Forge on a map. Based on the passage, ask students questions about conditions at Valley Forge. For example:
 - What was the weather like at Valley Forge?
 - What was life like for soldiers in the Continental Army during the winter they spent at Valley Forge? <http://www.sandcastles.net/military1.htm>

Interpret visual information to deepen understanding.

- Use a map to show which states were the 13 colonies. Draw a line between the northern states and southern states.

Establish chronological order in reconstruction of a historical narrative.

- Tell the story of the American Revolution by giving students pictures and placing them in order. Then see if students can retell the story.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 4: United States Studies to 1865

Standard 4-4: The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

It is essential for students to know: After the American Revolution, a new **government** was formed giving people the **rights** for which they had fought. These rights were listed in the United States **Constitution**. This government was led by the people instead of a king (4-4.1). There are **three branches** of government: legislative, executive, and judicial. To make **decisions** for the **nation**, the three branches share **power** and have different jobs. The **legislative branch** makes laws. The **executive branch** enforces the laws. The **president** is the head of the executive branch. The **judicial branch** makes sure the laws are fair (4-4.2). The Bill of Rights is the name for the part of the Constitution that explains individual **rights** and **freedoms** of the people (4-4.3). Early leaders were important to the beginning of the new country. George Washington was the first president of the United States (4-4.4). The people had different opinions about how to run the government; so, two **political parties** were formed (4-4.5).

Literacy Skills Addressed by This Standard

- Identify and explain cause-and-effect relationships.
- Identify the location of places, the conditions at places, and the connections between places.
- Interpret visual information to deepen understanding.
- Establish chronological order in reconstruction a historical narrative.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

Making Laws and Having Rights

- Discuss the meaning of the following terms with students: government, laws, rights. Ask students questions about cause and effect related to these terms. For example:
 - What is an effect of having a government that makes laws? (possible answers: people are kept safe; things like roads and schools can be built)
 - The government says that all people have rights. What is an effect of the rights that the government gives us? (possible answer: we are free to say our opinions)

Identify the location of places, the conditions at places, and the connections between places.

Understanding Boundaries

- Show students a color-coded map of North America following the American Revolution. The map should clearly indicate boundaries of British territories, French territories, and Spanish territories. Ask students questions about the map. For example:
 - What area on the map did England control before the American Revolution?
 - What parts of the map are a part of the United States today?

Interpret visual information to deepen understanding.

Describing Powers

- Present students with labeled photographs of the president, Congress, and Supreme Court. Ask students to provide information about the different powers of each institution. For example, show the “president” photograph to students and ask the students to describe some powers that the president has.

Establish chronological order in reconstruction of a historical narrative.

Before, During, and After the Revolution

- Following instruction, present students with a completed “out of order” graphic organizer and a corresponding blank graphic organizer:

<i>Before the American Revolution</i>	<i>During the American Revolution</i>	<i>After the American Revolution</i>
George Washington leads soldiers in the Continental Army.	The United States Constitution is signed, creating three branches of government.	American colonists fight a war against England.
George Washington becomes the first president of the United States.	The American colonies are controlled by England.	The Declaration of Independence is written.
George Washington is a soldier in the British Army.	Most people living in the American colonies are loyal to England.	The United States becomes a new country that is independent from England.

<i>Before the American Revolution</i>	<i>During the American Revolution</i>	<i>After the American Revolution</i>

- Provide instructional support as needed and assist student(s) in completing/correcting the graphic organizer, so all events are placed in their correct chronological categories. As an enrichment activity, events within each category can be placed chronologically. For example, in the “After the American Revolution” category, events can be sequenced as follows: “The United States becomes a new country that is independent from England”; “The United States Constitution is signed, creating three branches of government”; “George Washington becomes the first president of the United States.”

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 4: United States Studies to 1865

Standard 4-5: The student will demonstrate an understanding of westward expansion of the United States and its impact on the institution of slavery.

It is essential for students to know: After the United States became a **nation**, **explorers** like Daniel Boone and Lewis and Clark went west to lands not controlled by the nation. With the help of **Native American guides** like Sacajawea, these explorers mapped and **claimed** new land for the United States (4-5.1). People moved west for **economic** and religious opportunities. Moving was very **dangerous** for these people. There were many accidents, illnesses, and **conflict**. Despite these problems, the nation grew and new **states** were added (4-5.2 and 4-5.3). When the **settlers** moved west, Native Americans were forced by the government to give up their homes and land (4-5.4). As the nation grew, new states had to decide whether or not to allow **slavery**. This caused constant conflict between the northern states, or the North, and the southern states, or the South (4-5.5).

Literacy Skills Addressed by This Standard

- Identify and explain cause-and-effect relationships.
- Construct maps, mental maps, and geographic models to represent spatial relationships.
- Identify the location of places, the conditions at places, and the connections between places.
- Identify multiple points of view/biases and ask questions that clarify points of view.
- Understand that people make choices based on the scarcity of resources.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

- Using illustrations, identify what caused people to move west and how this affected slavery.

Construct maps, mental maps, and geographic models to represent spatial relationships.

Thirteen Original Colonies

- Present students with a basic political map of North America prior to the large-scale Westward Expansion during the 1800s. Point to various sections of the map and ask students questions. For example:
 - Point to the area on the map where the 13 original states were located and ask, “Who lived here when the United States became a new country?” (possible answers: Americans, Europeans, or Native Americans)
 - Point to a western area on the map and ask, “Who lived here when the United States became a new country?” (Correct answer: Native Americans, Spanish colonists, Mexicans)
 - Providing assistance, as needed, have students trace routes related to the westward exploration and expansion (e.g., Lewis and Clark’s route, the Oregon Trail).

- Once westward routes have been traced on map, ask students follow-up questions for informal assessment and as a basis for further instruction. For example:
 - Why were explorers interested in traveling west?
 - What were some things explorers were hoping to find in the western territories?
 - Why did people move their families to western territories?
 - How did the Westward Expansion change the lives of Native Americans who lived in western territories?

Identify the locations of places, the conditions at places, and the connections between places.

- Answer *who*, *where*, and *what* questions from an informational text about Westward Expansion.

East and West

- On the board, create a T-chart with two sections: East and West.
 - Have the following 8” x 11” photographs or illustrations ready for placement onto a T-chart by students:
 - Farmland in the western United States in the 1800s
 - A picture of a crowded city in the 1800s
 - Ask student(s) to place each picture in the correct section of the T-chart.
 - Once photographs are correctly placed, ask students to identify some conditions in the East and in the West. Possible answers may include:
 - **East:** Crowded, hard to make enough money to live, difficult for families
 - **West:** Lots of open space, easy to farm, possible to start a new life.

Identify multiple points of view/biases and ask questions that clarify points of view.

- Using pictures complete a graphic organizer to describe different points of view of Native Americans, slaves, and free citizens.

Understand that people make choices based on the scarcity of resources.

Wants and Needs

- Ask students the following questions and record multiple student responses on the board:
 - What are some things that you would like to own but do not have?
 - What would you need to do to get the things that you want to have?
 - What would you need to give up in order to get these things?
- Show students a historical photograph/picture of a family traveling west in the 1800s. As a basis for discussion/instruction, ask the following questions:
 - What are some things that this family wanted to have?
 - What did the family need to do to get the things they wanted to have?
 - What did the family give up in order to get the things they wanted?

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 4: United States Studies to 1865

Standard 4-6: The student will demonstrate an understanding of the causes, the course, and the effects of the American Civil War.

It is essential for students to know: The **economies** and way of life of the northern **states**, or the North, and the southern states, or the South, developed differently. The two **regions** had different physical features and **natural resources**. People of the North and the South also disagreed on the issue of **slavery**. In the South, good soil and weather led to the growing of **cash crops** on large farms called **plantations**. The South's solution for getting workers for these plantations was slavery. This caused the practice of slavery to continue to grow. In the North, there were **factories** instead of plantations. Slavery was not used in the North (4-6.1). The practice of slavery continued to cause **conflict** between the North and South. People known as abolitionists wanted to end slavery. They helped slaves by speaking out, writing, and helping slaves escape (4-6.2). The North and South were unable to agree over the practice of slavery and **state's rights**. Southern states decided to form a government of their own and the **Civil War** began (4-6.3). The North wanted to keep the Southern states part of the United States; so many **battles** were fought in the South, creating a lot of damage. The South did not have as many men and resources as the North. As a result, the South lost the Civil War and slavery soon ended (4-6.4 and 4-6.5).

Literacy Skills Addressed by This Standard

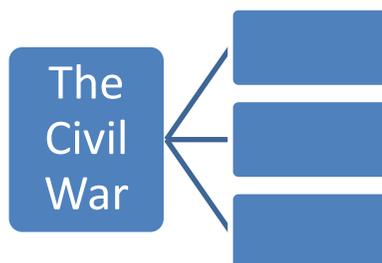
- Identify and explain cause-and-effect relationships.
- Explain the difference between fact and opinion.
- Construct maps, mental maps, and geographic models to represent spatial relationships.
- Identify the location of places, the conditions at places, and the connections between places.
- Understand that people make choices based on scarcity of resources.
- Establish chronological order in reconstruction a historical narrative.
- Identify multiple points of view/biases and ask questions that clarify points of view.

Application of Literacy Skills at the Concrete Level—Instructional Assessment Strategies

Identify and explain cause-and-effect relationships.

What Caused the Civil War?

- Have students identify factors that led to the outbreak of the Civil War. Place correct student responses in a graphic organizer similar to the one below to help them understand that there were multiple causes that led to the outbreak of the war.



Explain the difference between fact and opinion.**Is That a Fact?**

- Create a T-chart divided into two sections: “Fact” and “Opinion”
 - Create six or more sentence strips, each one being a fact or opinion about the Civil War era. For example:
 - “The Union had more soldiers than the Confederacy.”
 - “The Confederacy had better soldiers than the Union.”
 - Have student(s) place each sentence strip onto the T-chart.
 - Once all sentence strips have been placed onto the T-chart, review each placement for correctness and ask student(s) for reasons why each statement is either a fact or an opinion.

Construct maps, mental maps, and geographic models to represent spatial relationships.

- Using different colored crayons or colored pencils (or various tactile representations), have students identify the parts of America that supported slavery and those states that were against it. Use pictures to highlight other differences (i.e., factories as the main source of income for the North, agriculture as the main source of income in the South).

Identify the location of places, the conditions at places, and the connections between places.**Union and Confederacy**

- On a board, create a T-chart similar to the one shown below. (Note: Locations and conditions can be changed or made more specific based on ability of student(s).)
 - Have magnetic letters “U” (for Union) and “C” (for Confederacy) available for students.
 - Read each entry aloud to student(s). Have student(s) place a “U” or a “C” next to each entry.

Location of Places	Conditions of Places
In the North	Many cities
In the South	Many plantations
	Slavery was allowed.
	Slavery was against the law.

Understand that people make choices based on scarcity of resources.**Old Farming Equipment**

- Show students a photograph of a modern farm (e.g., a corn field with a gas-powered tractor).
- Ask students to describe things that farmers needed to spend money on to make their crops grow. (possible answers: seeds, tractors, sprinklers)
- Following initial brainstorming activity, show students a picture of a cotton field in the 1800s. Explain to students that the modern farming equipment we use today did not exist in the 1880s. Help students describe or make connections between the lack of modern agricultural equipment, the desire of farmers in the 1800s to make money, and the slave trade.

Establish chronological order in the reconstruction of a historical narrative.

Events Leading to the Civil War

- Have students create a picture timeline (with captions) of events leading to the Civil War. Entries can include, but are not limited, to the following:
 - Large plantations are constructed in the South (a picture of a plantation house being built).
 - Slave trade grows (a picture of a boat transporting slaves during the Middle Passage).
 - Abolitionists protest the institution of slavery (a picture of an abolitionist newspaper).
 - The Civil War begins (a picture of the battle at Fort Sumter, South Carolina).
 - Slavery is illegalized (a picture of Lincoln speaking at the Battle of Gettysburg).

Identify multiple points of view/biases and ask questions that clarify points of view.

What Is Your Point?

- Create a chart and sentence strips with quotations similar to the following:

Southern plantation owner	
Northern abolitionist	
Southern Congressman	
Northern Congressman	

“Southern states have the right to succeed from the Union!”

“Slavery is the only way I can make a living farming the land.”

“The Union cannot be torn apart by states that want to become independent.”

“Slavery is wrong. All people should be free.”