Grade 7 Literacy and Reading Comprehension in the Social Studies Curriculum

East Meadow Union Free School District

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Abstract

The primary goal of this CAP is to provide teachers with reading comprehension passages and questions that assess literacy skills through the New York State Social Studies Standards, as well as the Common Core Standards. The passages reflect the seventh grade social studies curriculum and provide teachers with the tools to assess varied student comprehension skills. Also included in the project are appropriate resources that will support the NYS Social Studies Curriculum, such as suggested primary and secondary sources and various learning materials. These tasks support our goals of assessing students’ abilities to analyze and synthesize information, while reading complex texts.

Rationale

In keeping with the Common Core Learning Standards, this curriculum area project provides teachers with passages that require students to use a variety of reading strategies to demonstrate comprehension of complex texts. The texts were selected to parallel the scope and sequence for seventh grade social studies. The goal is for teachers to use these texts and accompanying questions as formative assessments to drive instruction. The texts and questions were chosen at varied Lexile levels and reflect various reading comprehension skills including: inferencing, vocabulary in context, central idea, author's purpose and summarizing. This curriculum area project provides teachers with materials to assess reading comprehension, then tailor lessons that prepare students for the demands of college and career as well as to achieve the goals and meet standards outlined in the 7th grade social studies curriculum.

**Unit: Native American Life**

Unlike Europeans, Native Americans did not believe the land could be owned as private property. But each group was deeply connected to its homeland-the area where its people lived most of the year. If necessary, Native Americans would fight to protect their right to this land.

Native Americans adapted the land to suit their needs. Woodlands people set fires to clear heavy forest growth, so deer could browse and berries could grow. Southwest farmers built ditches to carry water to dry fields.

These practices had seldom harmed the environment. As one Native American historian explains, "We dug our clams here, caught our salmon over there, got...seagull eggs on another island...By the time we came back here, this place had replenished itself."

Native Americans tried not to waste anything taken from nature. A California woman recalled, "When we...kill meat, we eat it all up. When we dig roots we make little holes...We shake down acorns and pinenuts. We don't chop down trees.

1. What is the **main idea** of this passage?

A. Native Americans would fight to protect their homelands

B. Native Americans were hunters, gatherers and farmers

C. Native Americans used their homelands to meet their needs

D. Native Americans cleared forests using fire

2. Which fact can be found in this passage?

A. Woodland peoples owned their own villages

B. Native Americans worshipped nature

C. Northwest peoples ate a lot of seafood

D. Southwest farmers irrigated their fields

3. The word ***replenish*** in this passage means to

A. repeat over and over

B. fill or build up again

C. take the place of

D. remain very still

4. This passage contains enough information to convince the reader that most Native Americans

A. were wise caretakers of their land

B. were wasteful in their use of resources

C. often fought over who owned what land

D. were careless with their use of fire

<http://www.mrfurgione.com/uploads/8/4/4/9/8449787/native_american_and_european_explorer_quiz.pdf>

**Unit: Native American Life**

Answer Key

1. C

2. D

3. B

4. A

**Unit: Colonial Life**

***The Village Blacksmith***

**By Henry Wadsworth Longfellow**

Under a spreading chestnut-tree

The village smithy stands;

The smith, a mighty man is he,

With large and sinewy hands;

And the muscles of his brawny arms

Are strong as iron bands.

His hair is crisp, and black, and long,

His face is like the tan;

His brow is wet with honest sweat,

He earns whate'er he can,

And looks the whole world in the face,

For he owes not any man.

Week in, week out, from morn till night,

You can hear his bellows blow;

You can hear him swing his heavy sledge,

With measured beat and slow,

Like a sexton ringing the village bell,

When the evening sun is low.

And children coming home from school

Look in at the open door;

They love to see the flaming forge,

And bear the bellows roar,

And catch the burning sparks that fly

Like chaff from a threshing-floor.

He goes on Sunday to the church,

And sits among his boys;

He hears the parson pray and preach,

He hears his daughter's voice,

Singing in the village choir,

And it makes his heart rejoice.

It sounds to him like her mother's voice,

Singing in Paradise!

He needs must think of her once more,

How in the grave she lies;

And with his hard, rough hand he wipes

A tear out of his eyes.

Toiling,—rejoicing,—sorrowing,

Onward through life he goes;

Each morning sees some task begin,

Each evening sees it close

Something attempted, something done,

Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,

For the lesson thou hast taught!

Thus at the flaming forge of life

Our fortunes must be wrought;

Thus on its sounding anvil shaped

Each burning deed and thought.

Read the following multiple-choice questions and decide which answer is **best**. Base your answers on the poem, *The Village Blacksmith.*

1. Read these lines from the poem and identify which literary device is *most evident.*

The smith, a mighty man is he,

With large and sinewy hands;

And the muscles of his brawny arms

Are strong as iron bands.

A. simile, comparing his muscles to iron bands

B. metaphor, comparing his hands to iron bands

C. hyperbole, exaggerating the strength of the man

D. personification, giving human qualities to his muscles

2. Read these lines from the poem and identify which literary device is *most evident.*

His hair is crisp, and black, and long,

His face is like the tan;

His brow is wet with honest sweat,

He earns whate’er her can

A. simile, comparing his hair to a tan

B. hyperbole, exaggerating how much he earns

C. onomatopoeia, to express how crisp his hair is

D. personification, giving his sweat a human quality

3. Based on the information in the poem, which is the *central idea* the author is trying to convey about the man.?

A. He misses his wife, and feels that he shouldn’t have to work so hard.

B. He is very upset that he doesn’t have any days off, and wants a break.

C. He understands that he has responsibilities to his family, work, and the church.

D. He wants help from others, and that is why he leaves the door open during the day.

4. Read these lines from the poem and identify which literary device is *most evident.*

It sounds to him like her mother's voice,

Singing in Paradise!

He needs must think of her once more,

How in the grave she lies;

And with his hard, rough hand he wipes

A tear out of his eyes.

A. Onomatopoeia

B. Rhyme

C. Personification

D. Alliteration

<http://palmbeachschools.org/learning_tools/winter2012/Middle%20School/FY13%20Winter%20Packet%20ELA%20Middle%20School.pdf>

**Unit: Colonial Life**

***The Village Blacksmith***

**By Henry Wadsworth Longfellow**

Answer Key

1. A

2. D

3. C

4. B

**Unit: American Revolution**

***Patrick Henry, a leader of the American Revolution, gave this speech in Richmond Virginia on March 23, 1775.***

***Give Me Liberty or Give Me Death***

MR. PRESIDENT: It is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth -- and listen to the song of that siren, till she transforms us into beasts. Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those, who having eyes, see not, and having ears, hear not, the things which so nearly concern their temporal salvation? For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth; to know the worst, and to provide for it.

I have but one lamp by which my feet are guided; and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years, to justify those hopes with which gentlemen have been pleased to solace themselves and the house? Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with those warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation -- the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motive for it? Has Great Britain any enemy in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging. And what have we to oppose to them? Shall we try argument? Sir, we have been trying that for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has been all in vain. Shall we resort to entreaty and humble supplication? What terms shall we find which have not been already exhausted? Let us not, I beseech you, sir, deceive ourselves longer.

Sir, we have done everything that could be done to avert the storm which is now coming on. We have petitioned -- we have remonstrated -- we have supplicated -- we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and parliament. Our petitions have been slighted; our remonstrance's have produced additional violence and insult; our supplications have been disregarded; and we have been spurned, with contempt, from the foot of the throne. In vain, after these things, may we indulge the fond hope of peace and reconciliation. There is no longer any room for hope. If we wish to be free -- if we mean to preserve inviolate those inestimable privileges for which we have been so long contending -- if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained -- we must fight! -- I repeat it, sir, we must fight!! An appeal to arms and to the God of Hosts, is all that is left us!

They tell us, sir, that we are weak -- unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs, and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak, if we make a proper use of those means which the God of nature has placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations; and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged. Their clanking may be heard on the plains of Boston! The war is inevitable and let it come!! I repeat it, sir, let it come!!!

It is in vain, sir, to extenuate the matter. Gentlemen may cry, peace, peace -- but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! -- I know not what course others may take; but as for me, give me liberty or give me death!

1. Select the answer that best identifies the **author's perspective** in the first paragraph.

A. 1)

It is natural to man to indulge in the illusions of hope.

2)B. We are apt to shut our eyes against a painful truth -- and listen to the song of that siren,

till she transforms us into beasts.

C. 3)

Are we disposed to be of the number of those, who having eyes, see not, and having ears,

hear not, the things which so nearly concern their temporal salvation?

D. For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth;

to know the worst, and to provide for it.

2. Identify a **synonym** for the word "**adversary**" as used in the excerpt below from the fourth paragraph:

They tell us, sir, that we are weak -- unable to cope with so formidable an **adversary.** But when shall we be stronger? Will it be the next week or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction?

1)

A. friend

B. 2)enemy

C. 3)child

D. 4)

country

3. What does Henry mean by the following statement in the last paragraph:

Why stand we here idle?

A. We should wait before entering the war.

B. We should stop standing around and accept that the war has begun.

C. We should wait for the troops from the North.

D. We should wait for the bells to chime.

4. Provide an objective summary of the fourth paragraph:

They tell us, sir, that we are weak -- unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs, and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak, if we make a proper use of those means which the God of nature has placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations; and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged. Their clanking may be heard on the plains of Boston! The war is inevitable and let it come!! I repeat it, sir, let it come!!!

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**Unit: American Revolution**

***Give Me Liberty or Give Me Death***

Answer Key

1. D

2. B

3. B

**Unit: American Revolution**

***The American Crisis***

**Written by Thomas Paine**

December 23, 1776 THESE are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands by it now, deserves the love and thanks of man and woman.

Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly: it is dearness only that gives everything its value.

Heaven knows how to put a proper price upon its goods; and it would be strange indeed if so celestial an article as FREEDOM should not be highly rated.

Britain, with an army to enforce her tyranny, has declared that she has a right (not only to TAX) but "to BIND us in ALL CASES WHATSOEVER" and if being bound in that manner, is not slavery, then is there not such a thing as slavery upon earth. Even the expression is impious; for so unlimited a power can belong only to God.

1. "Summer soldiers and sunshine patriots" might best be described as

A. quitters

B. optimists

C. fighters

D. traitors

2. What is the best synonym for ***try*** as it is used in the first line?

A. attempt

B. judge

C. test

D. taste

3. The passage contains

A. facts about the Continental Army

B. anti-British propaganda

C. arguments for continuing to fight

D. opinions about what to do next

4. What is the main idea of the second section of the passage?

A. Living under tyranny is like living in hell

B. We value most what we struggle hardest to achieve

C. The harder we struggle, the more we want to give up

D. We value most what we get with the least effort

5. The passage was written to

A. persuade

B. discourage

C. inform

D. amuse

**Unit: American Revolution**

***The American Crisis***

**Written by Thomas Paine**

Answer Key

1. A

2. C

3. C

4. B

5. A

**Unit: The American Revolution**

***Paul Revere's Ride***

By Henry Wadsworth Longfellow

Listen my children and you shall hear  
Of the midnight ride of Paul Revere,  
On the eighteenth of April, in Seventy-five;  
Hardly a man is now alive  
Who remembers that famous day and year.

He said to his friend, "If the British march  
By land or sea from the town to-night,  
Hang a lantern aloft in the belfry arch  
Of the North Church tower as a signal light,--  
One if by land, and two if by sea;  
And I on the opposite shore will be,  
Ready to ride and spread the alarm  
Through every Middlesex village and farm,  
For the country folk to be up and to arm."

Then he said "Good-night!" and with muffled oar  
Silently rowed to the Charlestown shore,  
Just as the moon rose over the bay,  
Where swinging wide at her moorings lay  
The Somerset, British man-of-war;  
A phantom ship, with each mast and spar  
Across the moon like a prison bar,  
And a huge black hulk, that was magnified  
By its own reflection in the tide.

Meanwhile, his friend through alley and street  
Wanders and watches, with eager ears,  
Till in the silence around him he hears  
The muster of men at the barrack door,  
The sound of arms, and the tramp of feet,  
And the measured tread of the grenadiers,  
Marching down to their boats on the shore.

1. The poem can best be described as a

A. historical celebration

B. primary source

C. work of fiction

D. persuasive argument

2. Which line in the poem is least essential (important) for understanding the events of that night?

A. "One if by land, two if by sea"

B. "I on the opposite shore shall be"

C. "magnified by its own reflection in the tide"

D. "The sound of arms, and the tramp of feet"

3. What details would be **most** relevant (useful) to an artist painting a picture of Boston that night?

A. on the eighteenth of April in Seventy-five

B. then he said "Good-night!" and with muffled oar

C. a phantom ship, with each mast and spar across the moon

D. wanders and watches, with eager ears

**Unit: The American Revolution**

***Paul Revere's Ride***

By Henry Wadsworth Longfellow

Answer Key

1. A

2. C

3. C

**Unit: The American Revolution**

***The Declaration of Independence***

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When, in the course of human events, it becomes necessary for one people to dissolve the political bonds which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, which among these are life, liberty and the pursuit of happiness. Those to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive to these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to affect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. —Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states.

To prove this, let facts be submitted to a candid world. He has refused his assent to laws, the most wholesome and necessary for the public good. He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and when so suspended, he has utterly neglected to attend to them. He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature, a right inestimable to them and formidable to tyrants only...He has kept among us, in times of peace, standing armies without the consent of our legislature. He has affected to render the military independent of and superior to civil power... He has abdicated government here, by declaring us out of his protection and waging war against us. He has plundered our seas, ravaged our coasts, burned our towns, and destroyed the lives of our people...He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation and tyranny, already begun with

Circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and total unworthy the head of a civilized nation...A prince, whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a free people. Nor have we wanted in attention to our British brethren...We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations... We, therefore, the representatives of the United States of America, in General Congress, assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name, and by the authority of the good people of these colonies, solemnly publish and declare, that these united colonies are, and of right ought to be free and independent states; that they are absolved from all allegiance to the British Crown, and that all political connection between them and the state of Great Britain, is and ought to be totally dissolved; and that as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent states may of right do. And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes and our sacred honor.

1. Which of these does NOT apply to the truths of the Declaration of Independence?

A. They were considered to be “self-evident”

B. These held that all men are created equal

C. They held we are endowed by our Creator with certain unalienable rights

D. Governments are instituted to govern un-consenting citizens

1. Which term is most similar to “*endowed*” as it appears in the following passage?

“. . . they are ENDOWED by their Creator . . . “

A. awarded

B. harmed

C. endangered

D. thriving

1. All of the following sentences concerning the Declaration are true *EXCEPT* :

A. It was drafted by Thomas Jefferson.

B. It makes no mention of God or a Supreme Being.

C. It was issued in the year 1776 during the Revolutionary War.

D. It was issued against the rule of King George III and Great Britain.

1. According to the Declaration of Independence, the people have the right to *alter or abolish* a government if that government:
2. is a limited monarchy
3. violates natural rights
4. becomes involved in entangling alliances
5. favors one religion over another
6. According to the Declaration of Independence, the *colonies are declaring that*:
7. They should be ruled by the British
8. They are breaking up into individual countries
9. They are free and independent states
10. They are protecting the British from a war

[http://www.edcite.com/apps/AssignmentsLib?subject=ELA&grades=7,8#](http://www.edcite.com/apps/AssignmentsLib?subject=ELA&grades=7,8)

**Unit: The American Revolution**

***The Declaration of Independence***

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Answer Key

1. D

2. A

3. B

4. B

5. C

**Unit: Expansion**

***Sacagwea***

By Noah Remnick

In 1804, President Thomas Jefferson sent Meriwether Lewis and William Clark on a very

difficult expedition. He wanted them to explore the massive 828,000 square miles of territory

west of the Mississippi that the United States had bought from France for $15 million. The deal

between Jefferson and the French emperor Napoleon was known as the Louisiana Purchase

and it doubled the size of the United States.

Lewis and Clark and their Corps of Discovery were charged with finding a route from the

east through this enormous and uncharted new terrain all the way west to the Pacific Ocean.

Opening a route to the west would increase trade opportunities with China, particularly for the lucrative fur business. But to do so, the explorers needed to deal with Native American

tribes they did not know and whose language they did not speak. They needed to pass over

treacherous mountains and rivers that were unfamiliar to them. To complete the job, Lewis

and Clark relied on the language and negotiation skills of a Native American woman.

The woman, Sacagawea, was a member of the Shoshone tribe. As a young girl, she was

taken by another tribe, the Hidatsa, who then sold her to the Mandan Sioux. When Lewis and

Clark met Sacagawea in the winter of 1805, she was married to a Canadian fur trapper named

Toussaint Charbonneau. She was pregnant, and by the time the expedition team left the

Mandans, she had given birth to a son, Jean Baptiste. With the baby strapped to her back,

Sacagawea joined her husband and Lewis and Clark as an interpreter and a guide.

Like many Native American tribes, the Shoshone were nomadic, meaning they traveled

from place to place with the seasons. In doing so, they learned how to travel the mountains

and the forests, the rivers and the plains. They learned which plants were safe to eat, and

which were poisonous. They knew how to hunt for rabbits, foxes, elks and deer, and even how

to trap longhorn sheep. As a girl, Sacagawea learned all these skills that helped her and the

Lewis and Clark expedition survive.

Some historians say Sacagawea was critical in helping Lewis and Clark make their way

through the wilderness and up the Missouri River, and it is generally agreed that just having a

Native American woman and baby with them helped put other tribes at ease. By August 1805,

the expedition team arrived at the hunting grounds of the Shoshone, Sacagawea’s native tribe.

The American explorers needed to trade for horses to cross the Rocky Mountains. As

Sacagawea interpreted between Lewis and the chief of the Shoshones, she was shocked. She

realized that the chief was her very own brother, Cameahwait. The chief and the entire tribe

were thrilled to be reunited with Sacagawea. They held a peace party in honor of her, Lewis

and Clark, and the entire expedition team. Lewis and Clark gave their new Shoshone friends

gifts from President Jefferson, including clothing, eyeglasses, beads, and tobacco.

Chief Cameahwait agreed to help Lewis and Clark, and bartered with them for horses

and guides. When the time came for the expedition team to leave, Sacagawea had a difficult

choice. Should she stay with her tribe, or continue on the journey with Lewis and Clark, her

husband and her baby? She decided to stay with the explorers, and bid her family and tribe a

tearful goodbye.

The trip over the Rocky Mountains was arduous. The mountains were cold and had no

vegetation. The explorers ended up eating candles to survive until they got to the warmer side

of the mountain path. Finally, they reached the western coast and the crashing waves of the

Pacific Ocean. By now it was December and the corps built a winter fort. It was cold and rainy.

Lewis and Clark called their new home Fort Clatsop, after a nearby Native American tribe.

The explorers set off on their return trip in March, and they had to make their way back

the way they had come. Eventually, through snow, battles with mistrustful Native American

tribes, and steep mountain passes, the explorers returned to the village where they first met

Sacagawea. Lewis and Clark had journals filled with notes and maps, and precious samples of

the plants and animals they had encountered in the new western territory of the United

States. It was time to deliver them to President Jefferson, who deemed the expedition a

success even though an all-water route was not found. And they might not have been able to

do it without the guidance of Sacagawea.

1. What did President Thomas Jefferson ask Lewis and Clark to do?

A. negotiate a deal with the French emperor Napoleon

B. get to know the Native American tribes

C. find a route through the new territory to the Pacific Ocean

D. discover new plant and animal species

2. How does the author describe the terrain that Lewis and Clark explored?

A. enormous, unfamiliar, mountainous

B. unpopulated, open, grassy

C. small, hilly, temperate

D. dry, settled, dotted with lakes

3. Lewis and Clark needed help to explore the new, uncharted territory. What evidence

from the passage supports this statement?

A. “But to do so, the explorers needed to deal with Native American tribes they did

not know and whose language they did not speak.”

B. “To complete the job, Lewis and Clark relied on the language and negotiation

skills of a Native American woman.”

C. “Lewis and Clark and their Corps of Discovery were charged with finding a route

from the east through this enormous and uncharted new terrain all the way

west to the Pacific Ocean.”

D. “They needed to pass over treacherous mountains and rivers that were

unfamiliar to them.”

4. Why did Sacagawea’s presence in the expedition team put other tribes at ease?

A. because she had a Canadian husband

B. because she was a skilled hunter

C. because she was also Native American

D. because she did not look dangerous

5. What is this passage mostly about?

A. the advantages of Native American nomadic culture

B. the politics and history of the Louisiana Purchase

C. how Sacagawea was taken from and eventually reunited with her tribe

D. how Sacagawea helped Louis and Clark during their expedition

6. Read the following sentence: “Lewis and Clark had journals filled with notes and

maps, and precious samples of the plants and animals they had encountered in the

new western territory of the United States.”

As used in the passage, what does “encountered” most nearly mean?

A. came across

B. avoided

C. attacked

D. brought along

7. Choose the answer that best completes the sentence below.

Before the expedition left her tribe, Sacagawea had to decide between staying with her

people and finishing the expedition; \_\_\_\_\_\_\_\_\_\_\_, she chose to continue traveling with

Lewis and Clark.

A. instead

B. ultimately

C. therefore

D. above all

8. Would Lewis and Clark’s expedition have likely been successful without the help of

Sacagawea? Why or why not? Support your argument with evidence from the passage.

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<http://www.readworks.org/sites/default/files/passages/1120_sacagawea_0.pdf>

**Unit: Expansion**

***Sacagwea***

By Noah Remnick

Answer Key

1. C

2. A

3. A

4. C

5. D

6. A

7. B

**Unit: Expansion**

***Mapping the West: The Journey of Lewis and Clark***

By Michael Stahl

The United States of America is one of the largest countries on the planet. Forty‐eight of the fifty states are located in what is known as the “continental” section of the nation because

they are all included within one land mass and share borders. The other two states, Alaska

and Hawaii, are part of the U.S., but separated from the continental part. America’s states

stretch from the Atlantic Ocean to the Pacific Ocean, and even beyond. That was not always

the case, though. First, there were the Thirteen Colonies that England ruled. After the

Revolutionary War, the U.S. won its independence from England and became its own small

country. It occupied almost the entire eastern seaboard next to the Atlantic Ocean. France

and Spain owned most of the western part of the land that would eventually become the rest

of the continental U.S., though. That changed in 1803 when the President of the United States

at that time, Thomas Jefferson, bought a large chunk of land from France’s ruler, Napoleon

Bonaparte, in what was called The Louisiana Purchase. However, Americans knew very little

about the land that was west of the Mississippi at the time. Therefore, Jefferson asked two

men to lead an exploration of that area. Their names were Meriwether Lewis and William

Clark.

Jefferson felt that Americans needed to explore their new territory for a few reasons. First, and most importantly, he wanted Lewis and Clark to find a “water route” to the Pacific Ocean from the Mississippi River. Jefferson knew that if Americans could travel by river all the way west to the ocean, they could settle there and increase trade with Native Americans. Second,

Jefferson wanted to claim the northwestern portion of the continent’s midsection before

another country did. Lastly, he thought that knowledge of the area’s geography would be

needed for all of the other goals to come true. Jefferson knew that whomever he chose for

the exploration would be in for a dangerous trip. In fact, he, along with many others, figured

that the west was home to gigantic volcanoes, huge wooly mammoth animals, and a mountain

made of pure salt.

Jefferson chose a group of men named The Corps of Discovery and named Lewis, a captain in the U.S. military, its leader because he was an expert in surviving in the wilderness and was familiar with the lifestyles of Native Americans. Lewis would choose Clark, his old friend, as his second in command.

In May of 1804, Lewis and Clark and their Corps of Discovery began their journey on the

Missouri River, leaving St. Louis and sailing northwest. Lewis’ main job, besides leading the

men, was to make maps and charts of the geography of the unknown land. Clark was usually

seen studying rocks, plants, and animals along the route.

As the trip continued, one of their men became ill and died. They also had to do their best to find food and stay healthy during the winter months. Many Native American tribes disliked

the Americans, and Lewis and Clark were headed deeper and deeper into their land. Lewis

and Clark were worried there would be battles with the Native Americans.

Lewis and Clark would eventually reach the Pacific Ocean after traveling through several rivers, including the Clearwater, Snake, and Columbia Rivers. However, they did not discover one direct water route that could lead boats straight to the Pacific from the Mississippi.

Still, the trip was an incredible success. They had discovered the Rocky Mountains, which were not volcanoes nor made of salt. Clark and his crew had learned about over two hundred plants and animals that were new to the Americans, though they did not see any wooly

mammoths. Lewis and Clark were the first to trade with dozens and dozens of Native

American tribes that had never met the Americans before. Finally, Lewis and his men drew

about 140 of the first maps of most of the western United States. It has been said that the

maps provided a fill‐in of what was mostly a general outline of the area. Therefore, Lewis and

Clark made it much more possible for the United States to stretch all the way “from sea to

shining sea.”

1. Who led an exploration of the land west of the Mississippi River?

A. soldiers from France and Spain

B. Native Americans

C. Meriwether Lewis and William Clark

D. Thomas Jefferson and Napoleon Bonaparte

2. What does this passage describe?

A. This passage describes life during the Revolutionary War.

B. This passage describes the childhood of William Clark.

C. This passage describes the death of Meriwether Lewis.

D. This passage describes the trip taken by Lewis and Clark.

3. Lewis and Clark’s trip was a success. What evidence from the passage supports this statement?

A. Lewis and Clark’s team discovered the Rocky Mountains, two hundred plants and

animals, and drew the first maps of the western United States.

B. Thomas Jefferson wanted Lewis and Clark to find a water route from the

Mississippi River to the Pacific Ocean that would increase trade with Native Americans.

C. During their trip, Lewis and Clark headed deeper and deeper into Native American land,

worrying that there would be battles with Native Americans.

D. In May of 1804, Lewis, Clark, and The Corps of Discovery began their journey by sailing

northwest on the Missouri River.

4. Why might Americans have known little about the land west of the Mississippi River in 1803?

A. Forty-eight of the fifty states in the U.S. are “continental.”

B. Americans had not lived west of the Mississippi River before 1803.

C. Meriwether Lewis was a captain in the U.S. military.

D. Meriwether Lewis and his men drew about 140 maps of the western United States.

5. What is this passage mainly about?

A. the reasons Napoleon Bonaparte sold land to Thomas Jefferson

B. how the United States won its independence from England

C. gigantic volcanoes, woolly mammoths, and a mountain made of salt

D. Lewis and Clark’s exploration of the western United States

6. Read the following sentences: “However, Americans knew very little about the land

that was west of the Mississippi at the time. Therefore, Jefferson asked two men to lead

an exploration of that area.”

What does the word exploration mean in the sentence above?

A. attacking people for the purpose of taking over their land

B. going somewhere new and looking around

C. building new homes in an area that is already crowded

D. asking questions in order to learn more about a topic

7. Choose the answer that best completes the sentence below.

Jefferson and other Americans expected that the west would be dangerous; \_\_\_\_\_\_,

they expected there to be volcanoes and mammoths.

A. otherwise

B. meanwhile

C. in particular

D. although

8. What were Jefferson’s three goals for Lewis and Clark’s trip?

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9. Did Lewis and Clark’s trip achieve Jefferson’s goals? Explain why or why not, using

evidence from the passage.

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<http://www.readworks.org/sites/default/files/passages/1090_mapping_the_west.pdf>

**Unit: Expansion**

***Mapping the West: The Journey of Lewis and Clark***

By Michael Stahl

Answer Key

1. C

2. D

3. A

4. B

5. D

6. B

7. C

**Unit: Expansion**

***Indian Removal***

by PBS

Early in the 19th century, while the rapidly-growing United States expanded into the lower South, white settlers faced what they considered an obstacle. This area was home to the Cherokee, Creek, Choctaw, Chicasaw and Seminole nations. These Indian nations, in the view of the settlers and many other white Americans, were standing in the way of progress. Eager for land to raise cotton, the settlers pressured the federal government to acquire Indian territory.

Andrew Jackson, from Tennessee, was a forceful proponent of Indian removal. In 1814 he commanded the U.S. military forces that defeated a faction of the Creek nation. In their defeat, the Creeks lost 22 million acres of land in southern Georgia and central Alabama. The U.S. acquired more land in 1818 when, spurred in part by the motivation to punish the Seminoles for their practice of harboring fugitive slaves, Jackson's troops invaded Spanish Florida.

From 1814 to 1824, Jackson was instrumental in negotiating nine out of eleven treaties which divested the southern tribes of their eastern lands in exchange for lands in the west. The tribes agreed to the treaties for strategic reasons. They wanted to appease the government in the hopes of retaining some of their land, and they wanted to protect themselves from white harassment. As a result of the treaties, the United States gained control over three-quarters of Alabama and Florida, as well as parts of Georgia, Tennessee, Mississippi, Kentucky and North Carolina. This was a period of voluntary Indian migration, however, and only a small number of Creeks, Cherokee and Choctaws actually moved to the new lands.

In 1823 the Supreme Court handed down a decision which stated that Indians could occupy lands within the United States, but could not hold title to those lands. This was because their "right of occupancy" was subordinate to the United States' "right of discovery." In response to the great threat this posed, the Creeks, Cherokee, and Chicasaw instituted policies of restricting land sales to the government. They wanted to protect what remained of their land before it was too late.

Although the five Indian nations had made earlier attempts at resistance, many of their strategies were non-violent. One method was to adopt Anglo-American practices such as large-scale farming, Western education, and slave-holding. This earned the nations the designation of the "Five Civilized Tribes." They adopted this policy of assimilation in an attempt to coexist with settlers and ward off hostility. But it only made whites jealous and resentful.

Other attempts involved ceding portions of their land to the United States with a view to retaining control over at least part of their territory, or of the new territory they received in exchange. Some Indian nations simply refused to leave their land -- the Creeks and the Seminoles even waged war to protect their territory. The First Seminole War lasted from 1817 to 1818. The Seminoles were aided by fugitive slaves who had found protection among them and had been living with them for years. The presence of the fugitives enraged white planters and fueled their desire to defeat the Seminoles…

…In 1830, just a year after taking office, Jackson pushed a new piece of legislation called the "Indian Removal Act" through both houses of Congress. It gave the president power to negotiate removal treaties with Indian tribes living east of the Mississippi. Under these treaties, the Indians were to give up their lands east of the Mississippi in exchange for lands to the west. Those wishing to remain in the east would become citizens of their home state. This act affected not only the southeastern nations, but many others further north. The removal was supposed to be voluntary and peaceful, and it was that way for the tribes that agreed to the conditions. But the southeastern nations resisted, and Jackson forced them to leave…

...For the next 28 years, the United States government struggled to force relocation of the southeastern nations. A small group of Seminoles was coerced into signing a removal treaty in 1833, but the majority of the tribe declared the treaty illegitimate and refused to leave. The resulting struggle was the Second Seminole War, which lasted from 1835 to 1842. As in the first war, fugitive slaves fought beside the Seminoles who had taken them in. Thousands of lives were lost in the war, which cost the Jackson administration approximately 40 to 60 million dollars -- ten times the amount it had allotted for Indian removal. In the end, most of the Seminoles moved to the new territory. The few who remained had to defend themselves in the Third Seminole War (1855-58), when the U.S. military attempted to drive them out. Finally, the United States paid the remaining Seminoles to move west.

The Creeks also refused to emigrate. They signed a treaty in March, 1832, which opened a large portion of their Alabama land to white settlement, but guaranteed them protected ownership of the remaining portion, which was divided among the leading families. The government did not protect them from speculators, however, who quickly cheated them out of their lands. By 1835 the destitute Creeks began stealing livestock and crops from white settlers. Some eventually committed arson and murder in retaliation for their brutal treatment. In 1836 the Secretary of War ordered the removal of the Creeks as a military necessity. By 1837, approximately 15,000 Creeks had migrated west. They had never signed a removal treaty.

The Chickasaws had seen removal as inevitable, and had not resisted. They signed a treaty in 1832 which stated that the federal government would provide them with suitable western land and would protect them until they moved. But once again, the onslaught of white settlers proved too much for the War Department, and it backed down on its promise. The Chickasaws were forced to pay the Choctaws for the right to live on part of their western allotment. They migrated there in the winter of 1837-38.

The Cherokee, on the other hand, were tricked with an illegitimate treaty. In 1833, a small faction agreed to sign a removal agreement: the Treaty of New Echota. The leaders of this group were not the recognized leaders of the Cherokee nation, and over 15,000 Cherokees -- led by Chief John Ross -- signed a petition in protest. The Supreme Court ignored their demands and ratified the treaty in 1836. The Cherokee were given two years to migrate voluntarily, at the end of which time they would be forcibly removed. By 1838 only 2,000 had migrated; 16,000 remained on their land. The U.S. government sent in 7,000 troops, who forced the Cherokees into stockades at bayonet point. They were not allowed time to gather their belongings, and as they left, whites looted their homes. Then began the march known as the Trail of Tears, in which 4,000 Cherokee people died of cold, hunger, and disease on their way to the western lands.

By 1837, the Jackson administration had removed 46,000 Native American people from their land east of the Mississippi, and had secured treaties which led to the removal of a slightly larger number. Most members of the five southeastern nations had been relocated west, opening 25 million acres of land to white settlement and to slavery.

1. Based on the sentence below, please choose the best definition of **divested**.

*From 1814 to 1824, Jackson was instrumental in negotiating nine out of eleven treaties which* ***divested*** *the southern tribes of their eastern lands in exchange for lands in the west.*

A. 1)Invested

B. 2)Kept from having

C. 3)Gave

D.4) Ruined

2. Based on the excerpt below, what is the best definition of **appease**.

*The tribes agreed to the treaties for strategic reasons. They wanted to* ***appease*** *the government in the hopes of retaining some of their land, and they wanted to protect themselves from white harassment.*

1)A. Anger2)

B. Challenge3)

C. Make peace with4)

D. Surprise

3. How did five Indian nations earn the designation of the “***Five Civilized Tribes***?”

A. By practicing non-violent strategies

B. By giving their land to the government

C. By working as slaves

D. By waging a war against the government

4. If "***subordinate***" is defined as **lower in rank**, what did it mean when the Supreme Court ruled in 1823 that the Indian's ***"right of occupancy" was subordinate to the United States' "right of discovery?"***

How is that belief seen throughout the Indian Removal events? Please support your answer with at **least two pieces of supporting textual evidence**.

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[http://www.edcite.com/apps/AssignmentsBySubject?subject=ela#](http://www.edcite.com/apps/AssignmentsBySubject?subject=ela)

**Unit: Expansion**

***Indian Removal***

by PBS

Answer Key

1. B

2. C

3. A

**Unit: Slavery**

**Excerpt from *What Became of the Slaves on a Georgia Plantation?***

by Price M. Butler

Jeffrey, chattel No. 319, marked as a "prime cotton hand," aged 23 years, was put up.

Jeffrey being a likely lad, the competition was high. The first bid was $1,100, and he was finally

sold for $1,310. Jeffrey was sold alone; he had no incumbrance in the shape of an aged father

or mother, who must necessarily be sold with him; nor had he any children, for Jeffrey was not

married. But Jeffrey, chattel No. 319, being human in his affections, had dared to cherish a

love for Dorcas, chattel No. 278; and Dorcas, not having the fear of her master before her

eyes, had given her heart to Jeffrey. Whether what followed was a just retribution on Jeffrey

and Dorcas, for daring to take such liberties with their master's property as to exchange

hearts, or whether it only goes to prove that with black as with white the saying holds, that

"the course of true love never did run smooth," cannot now be told. Certain it is that these

two lovers were not to realize to consummation of their hopes in happy wedlock. Jeffrey and

Dorcas had told their loves, had exchanged their simple vows, and were betrothed, each to the

other as dear, and each by the other as fondly beloved as though their skins had been of fairer

color. And who shall say that, in the sight of Heaven and all holy angels, these two humble

hearts were not as closely wedded as any two of the prouder race that call them slaves?

Be that as it may, Jeffrey was sold. He finds out his new‐master; and' hat in hand, the big

tears standing in his eyes, and his voice t trembling with emotion, he stands before that master

and tells his simple story, praying that his betrothed may be bought with him. Though his voice

trembles, there is no embarrassment in his manner; his fears have killed all the bashfulness that

would naturally attend such a recital to a stranger, and before unsympathizing witnesses; he

feels that he is pleading for the happiness of her he loves, as well as for his own, and his tale is

told in a frank and manly way.

"I loves Dorcas, young Mas'r; I loves her well an' true; she says she loves me, and I know

she does; de good Lord knows I loves her better than I loves any one in de wide world‐‐never

can love another woman half as well. Please buy Dorcas, Mas'r. We're be good sarvants to you

long as we live. We're be married right soon, young Mas'r, and de chillun will be healthy and

strong, Mas'r, and dey'll be good sarvants, too. Please buy Dorcas, young Mas'r. We loves each

other a heap‐‐do, really true, Mas'r."

Jeffrey then remembers that no loves and hopes of his are to enter into the bargain at

all, but in the earnestness of his love he has forgotten to base his plea on other ground till

now, when he bethinks him and continues, with his voice not trembling now, save with

eagerness to prove how worthy of many dollars is the maiden of his heart:

"Young Mas'r, Dorcas prime woman‐‐A1 woman, sa. Tall gal, sir; long arms, strong,

healthy, and can do a heap of work in a day. She is one of de best rice hands on de whole

plantation; worth $1,200 easy, Mas'r, an' fus'rate bargain at that."

The man seems touched by Jeffrey's last remarks, and bids him fetch out his "gal, and

let's see what she looks like."

Jeffrey goes into the long room, and presently returns with Dorcas, looking very sad and

self‐possessed, without a particle of embarrassment at the trying position in which she is

placed. She makes the accustomed curtsy, and stands meekly with her hands clasped across

her bosom, waiting the result. The buyer regards her with a critical eye, and growls in a low

voice that the "gal has good p'ints." Then he goes on to a more minute and careful

examination of her working abilities. He turns her around, makes her stoop, and walk; and

then he takes off her turban to look at her head that no wound or disease be concealed by the

gay handkerchief; he looks at her teeth, and feels of her arms, and at last announces himself

pleased with the result of his observations, whereat Jeffrey, who has stood near, trembling

with eager hope, is overjoyed, and he smiles for the first time. The buyer then crowns Jeffrey's

happiness by making a promise that he will buy her, if the price isn't run up too high. And the

two lovers step aside and congratulate each other on their good fortune. But Dorcas is not to

be sold till the next day, and there are twenty‐four long hours of feverish expectation.

Early next morning is Jeffrey alert, and, hat in hand, encouraged to unusual freedom by

the greatness of the stake for which he plays, he addresses every buyer, and of all who will

listen he begs the boon of a word to be spoken to his new master to encourage him to buy

Dorcas. And all the long morning he speaks in his homely way with all who know him, that they

will intercede to save his sweetheart from being sold away from him forever. No one has the

heart to deny a word of promise and encouragement to the poor fellow, and, joyous with so

much kindness, his hopes and spirits gradually rise until he feels almost certain that the wish

of heart will be accomplished. And Dorcas, too, is smiling, for is not Jeffrey's happiness her

own?

At last comes the trying moment, and Dorcas steps up on the stand.

But now a most unexpected feature in the drama is for the first time unmasked: *Dorcas*

*is not to be sold alone*, but with a family of four others. Full of dismay, Jeffrey looks to his

master, who shakes his head, for, although he might be induced to buy Dorcas alone, he has

no use for the rest of the family. Jeffrey reads his doom in his master's look, and turns away,

the tears streaming down his honest face.

So Dorcas is sold, and her toiling life is to be spent in the cotton fields of South Carolina,

while Jeffrey goes to the rice plantation of the Great Swamp.

And to‐morrow, Jeffrey and Dorcas are to say their tearful fare‐well, and go their

separate ways in life, to meet no more as mortal beings.

Read the following questions and choose the **best** answer for each**.**

**1**. Who was Jeffrey?

A. a slave

B. a slave owner

C. an auctioneer

D. “Chattel No. 278”

2. A critical moment in the account occurs when Jeffrey asked his new master to buy

Dorcas. Why did Jeffrey ask his new master to buy Dorcas?

A. because she was a good worker

B. because he loved her

C. because he wanted to protect her

D. because they were married

3. Jeffrey’s master agreed to buy Dorcas because he thought she would be a good

worker. What evidence from the passage supports this conclusion?

A. “The buyer then crowns Jeffrey's happiness by making a promise that he will

buy her, if the price isn't run up too high.”

B. “She makes the accustomed curtsy, and stands meekly with her hands clasped

across her bosom, waiting the result. The buyer regards her with a critical eye.”

C. “Then he goes on to a more minute and careful examination of her working

abilities. He turns her around, makes her stoop, and walk.”

D. “‘Young Mas'r, Dorcas prime woman--A1 woman, sa. Tall gal, sir; long arms,

strong, healthy, and can do a heap of work in a day.’”

4. Read the following sentence from the passage: “Hat in hand, the big tears standing in

his eyes, and his voice trembling with emotion, he stands before that master and tells

his simple story, praying that his betrothed may be bought with him.”

Based on this evidence, how was Jeffrey feeling?

A. Angry

B. Excited

C. Proud

D. Passionate

5. What is this passage mostly about?

A. Two slaves who were in love

B. An auction where slaves were sold

C. Two slaves on a rice plantation

D. The wedding of two slaves

6. Read the following sentences: “We're be good sarvants to you long as we live. We're

be married right soon, young Mas'r, and de chillun will be healthy and strong, Mas'r, and

dey'll be good sarvants, too.”

Why does the author include this dialogue?

A. To show how earnest Jeffrey was in his plea

B. To convey how much Jeffrey loved Dorcas

C. To express Jeffrey’s status as a slave

D. To convey Jeffrey's demanding nature

7. Choose the answer that best completes the sentence below.

Jeffrey’s master agreed to buy Dorcas if the price does not get too high. \_\_\_\_\_\_\_\_\_,

Jeffrey was overjoyed.

A. Initially

B. As a result

C. However

D. For instance

8. Explain why Jeffrey’s master did not buy Dorcas.

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9. Explain how the saying “the course of true love never did run smooth” relates to the

passage.

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**Unit: Slavery**

**Excerpt from *What Became of the Slaves on a Georgia Plantation?***

by Price M. Butler

Answer Key

1. A

2. B

3. D

4. D

5. A

6. C

7. B

**Unit: Slavery**

***The Slave’s Dream***

by Henry Wadsworth Longfellow, 1842

Beside the ungathered rice he lay,

His sickle in his hand;

His breast was bare, his matted hair

Was buried in the sand.

Again, in the mist and shadow of sleep,

He saw his Native Land.

Wide through the landscape of his dreams

The lordly Niger flowed;

Beneath the palm-trees on the plain

Once more a king he strode;

And heard the tinkling caravans

Descend the mountain-road.

He saw once more his dark-eyed queen

Among her children stand;

They clasped his neck, they kissed his cheeks,

They held him by the hand!—

A tear burst from the sleeper's lids

And fell into the sand.

And then at furious speed he rode

Along the Niger's bank;

His bridle-reins were golden chains,

And, with a martial clank,

At each leap he could feel his scabbard of steel

Smiting his stallion's flank.

Before him, like a blood-red flag,

The bright flamingoes flew;

From morn till night he followed their flight,

O'er plains where the tamarind grew,

Till he saw the roofs of Caffre huts,

And the ocean rose to view.

At night he heard the lion roar,

And the hyena scream,

And the river-horse, as he crushed the reeds

Beside some hidden stream;

And it passed, like a glorious roll of drums,

Through the triumph of his dream.

The forests, with their myriad tongues,

Shouted of liberty;

And the Blast of the Desert cried aloud,

With a voice so wild and free,

That he started in his sleep and smiled

At their tempestuous glee.

He did not feel the driver's whip,

Nor the burning heat of day;

For Death had illumined the Land of Sleep,

And his lifeless body lay

A worn-out fetter, that the soul

Had broken and thrown away!

1. Which line from the poem represents a ***simile***?

A. " He did not feel the driver's whip"

B. " For Death had illumined the Land of Sleep"

C. " And the river-horse, as he crushed the reeds"

D. "And it passed, like a glorious roll of drums"

2. Identify a line in the last stanza that exhibits ***personification***.

*He did not feel the driver's whip,*

*Nor the burning heat of day;*

*For Death had illumined the Land of Sleep,*

*And his lifeless body lay*

*A worn-out fetter, that the soul*

*Had broken and thrown away!*

A. "Nor the burning heat of day"

B. "For Death had illumined the Land of Sleep"

C. "He did not feel the driver's whip"

D. "And his lifeless body lay"

3. In the first stanza, it states that "***He saw his "Native Land***." Why was he able to see it?

A. 1)

He traveled far to see it.

B. 2)

He never left.

C. 3)

He saw it across the field.

D. 4)

He was dreaming.

4. Why doesn't the slave "***feel the driver's whip, nor the burning heat of day***?"

A. 1)

The slave's skin was numb.  
 B. 2)The slave died.

C. 3)He ran away.

D4). It was a dream.

5. What caused the tear to burst in the line below? Be sure to ***support your analysis*** with at least two pieces of evidence from the text.

*"A tear burst from the sleeper's lids  
  And fell into the sand."*

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**Unit: Slavery**

***The Slave’s Dream***

by Henry Wadsworth Longfellow, 1842

Answer Key

1. D

2. B

3. D

4. B

**Unit: Civil War**

***The Gettysburg Address***

by President Abraham Lincoln

Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow, this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us--that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion--that we here highly resolve that these dead shall not have died in vain, that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth.

1. Identify the meaning of "fathers" in the opening paragraph.
2. parents of the soldiers
3. Confederate fighters
4. founders of the country
5. family members
6. Which statement supports President Lincoln’s perspective in the second paragraph?
7. we are engaged in a great civil war
8. many men have lost their lives
9. our men are dedicated to fighting for the survival of the country and preserving liberty
10. it is necessary to dedicate a portion of the field to the men who gave their lives
11. The first sentence of the third paragraph serves as:
12. a supporting detail
13. elaboration of evidence
14. concluding sentence
15. a transitional sentence
16. Identify three ways Lincoln develops the central idea of his speech.

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**Unit: Civil War**

***The Gettysburg Address***

by President Abraham Lincoln

Answer Key

1. C

2. C

3. D

**Unit: Abolition**

***Douglass, Frederick.***

***Narrative of the Life of Frederick Douglass an American Slave,***

by Frederick Douglass

The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent of errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge. I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but prudence forbids;—not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this Christian country. It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey’s ship-yard. I used to talk this matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men. “You will be free as soon as you are twenty-one, but I am a slave for life! Have not I as good a right to be free as you have?” These words used to trouble them; they would express for me the liveliest sympathy, and console me with the hope that something would occur by which I might be free.

I was now about twelve years old, and the thought of being a slave for life began to bear heavily upon my heart. Just about this time, I got hold of a book entitled “The Columbian Orator.” Every opportunity I got, I used to read this book. Among much of other interesting matter, I found in it a dialogue between a master and his slave. The slave was represented as having run away from his master three times. The dialogue represented the conversation which took place between them, when the slave was retaken the third time. In this dialogue, the whole argument in behalf of slavery was brought forward by the master, all of which was disposed of by the slave. The slave was made to say some very smart as well as impressive things in reply to his master—things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master.

In the same book, I met with one of Sheridan’s mighty speeches on and in behalf of Catholic emancipation. These were choice documents to me. I read them over and over again with unabated interest. They gave tongue to interesting thoughts of my own soul, which had frequently flashed through my mind, and died away for want of utterance.

The moral which I gained from the dialogue was the power of truth over the conscience of even a slaveholder. What I got from Sheridan was a bold denunciation of slavery, and a powerful vindication of human rights. The reading of these documents enabled me to utter my thoughts and to meet the arguments brought forward to sustain slavery; but while they relieved me of one difficulty, they brought on another even more painful than the one of which I was relieved. The more I read, the more I was led to abhor and detest my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land reduced us to slavery. I loathed them as being the meanest as well as the most wicked of men. As I read and contemplated the subject, behold! that very discontentment which Master Hugh had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish. As I writhed under it, I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out. In moments of agony, I envied my fellow-slaves for their stupidity. I have often wished myself a beast. I preferred the condition of the meanest reptile to my own. Anything, no matter what, to get rid of thinking! It was this everlasting thinking of my condition that tormented me. There was no getting rid of it. It was pressed upon me by every object within sight or hearing, animate or inanimate. The silver trump of freedom had roused my soul to eternal wakefulness. Freedom now appeared, to disappear no more forever. It was heard in every sound, and seen in everything. It was ever present to torment me with a sense of my wretched condition. I saw nothing without seeing it, I heard nothing without hearing it, and felt nothing without feeling it. It looked from every star, it smiled in every calm, breathed in every wind, and moved in every storm.

1. What does Douglas trade to learn new written words?
2. Bread
3. Candy
4. Water
5. Paper
6. In paragraph 1, the words “Christian Country” are used to express

**“***I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but prudence forbids;—not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this* ***Christian country***.”

1. Allusion
2. Alliteration
3. Irony
4. Simile
5. One could *characterize* the narrator of this passage as:
6. Angry
7. Desperate
8. Frustrated
9. Determined
10. The purpose of this passage can be interpreted as all of the following EXCEPT:
11. Slave’s struggle to learn to read
12. To explain how a slave escapes his owner
13. To expose the cruelties of Christian slave owners
14. To show the determination of a man to seek freedom

**Unit: Abolition**

***Douglass, Frederick.***

***Narrative of the Life of Frederick Douglass an American Slave,***

by Frederick Douglass

Answer Key

1. A

2. C

3. D

4. B

**Unit: Women's Rights**

***Seneca Falls Declaration of Sentiments and Resolutions***

***Elizabeth Cady Stanton and Committee***

***July 19, 1848***

*(excerpt)*

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to affect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer. While evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled. The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

- He has never permitted her to exercise her inalienable right to elective franchise

- He has taken from her all right in property, even to wages she earns.

- He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

- He allows her in Church, as well as State, but a subordinate position

Resolved, therefore, that, being invested by the creator with the same capabilities, and the same consciousness of responsibility for their exercise, it is demonstrably the right and duty of woman, equally with a man, …

* 1. Which historic document was the Declaration of Sentiments modeled after?

1. Bill of Rights
2. Articles of Confederation
3. Declaration of Independence
4. Constitution of the United States
   1. In the phrase: "*deriving* their just powers from the consent of the governed" (paragraph 2), the word *deriving* means?

A. obtaining from a source

B. sustaining life

C. beginning a task

D. empowering a source

* 1. The “Declaration of Sentiments” of the Seneca Falls Convention of 1848 stated that:

1. Women should be seen and not heard
2. Women should have equal rights but only in their own spheres
3. Women should have the right to join organizations, but not necessarily have equality with the husband within the family
4. Women should have the right to vote and control their own property
   1. In the following statement, “He has never permitted her to exercise her inalienable right to elective franchise,” what does the phrase “*right to elective franchise*” mean?
5. The right to vote at public elections
6. The right to own a part of a corporation
7. The right to speak at public hearings
8. The right to own land

**Unit: Women's Rights**

***Seneca Falls Declaration of Sentiments and Resolutions***

***Elizabeth Cady Stanton and Committee***

***July 19, 1848***

*(excerpt)*

Answer Key

1. C

2. A

3. D

4. A

**Unit: Women's Rights**

***Susan B. Anthony gave this speech in 1873 after she was arrested for voting in the presidential election of 1872. At that time, women did not have the legal right to vote.***

Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

The preamble of the Federal Constitution says:

 "We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people - women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government - the ballot.

For any state to make sex a qualification that must ever result in the disfranchisement of one entire half of the people, is to pass a bill of attainder, or, an ex post facto law, and is therefore a violation of the supreme law of the land. By it the blessings of liberty are forever withheld from women and their female posterity.

To them this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is an odious aristocracy; a hateful oligarchy of sex; the most hateful aristocracy ever established on the face of the globe; an oligarchy of wealth, where the rich govern the poor. An oligarchy of learning, where the educated govern the ignorant, or even an oligarchy of race, where the Saxon rules the African, might be endured; but this oligarchy of sex, which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife and daughters, of every household - which ordains all men sovereigns, all women subjects, carries dissension, discord, and rebellion into every home of the nation.

Webster, Worcester, and Bouvier all define a citizen to be a person in the United States, entitled to vote and hold office.

The only question left to be settled now is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens; and no state has a right to make any law, or to enforce any old law, that shall abridge their privileges or immunities. Hence, every discrimination against women in the constitutions and laws of the several states is today null and void, precisely as is every one against Negroes.

A.1. What was Susan B. Anthony’s purpose in giving this speech?

A. 1)

Defend herself against an arrest

B. 2)

Request the chance to vote in the 1872 election

C. 3)

Encourage women to vote in the next election

D. 4)

Analyze the preamble

2. Read the line from the speech. Based on the context given, what does the Latin root "dis-" mean as used in the word "disenfranchisement"?

For any state to make sex a qualification that must ever result in the **disfranchisement** of one entire half of the people, is to pass a bill of attainder, or, an ex post facto law, and is therefore a violation of the supreme law of the land. By it the blessings of liberty are forever withheld from women and their female posterity.

A. 1)

apart, away

B. 2)

illness

C. 3)

for, forward

D. 4)

give, send

3. What can be inferred as to why Anthony mentions Negroes in the last sentence of her speech?

A. 1)

At that time, they were not concerned with achieving the right to vote.

B. 2)

They created the Federal Constitution.

C. 3)

They are citizens of the United States.

D. 4)

At that time, they faced the same type of discrimination as women.

4. In the speech, Susan B. Anthony acknowledges that she is charged with voting illegally, but responds by claiming the right to vote as:

A. 1)

An adult

B. 2)

An American

C. 3)

A woman

D. 4)

A citizen/person

[http://www.edcite.com/apps/AssignmentsBySubject?subject=ela#](http://www.edcite.com/apps/AssignmentsBySubject?subject=ela)

**Unit: Women's Rights**

***Susan B. Anthony gave this speech in 1873 after she was arrested for voting in the presidential election of 1872. At that time, women did not have the legal right to vote.***

Answer Key

1. A

2. A

3. D

4. D

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