Grade 8 Literacy and Reading Comprehension in the Social Studies Curriculum

East Meadow Union Free School District

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Facilitator: Laura Henry

Writers: Laura Henry, Lisa Scully, Ashley Sanalitro

Superintendent: Mr. Louis R. DeAngelo

Principals: Mrs. Stacy Breslin, Mr. James Lethbridge

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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 eighth 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 eighth grade social studies. The goal is for teachers to use these texts and accompanying questions as formative assessments to drive further 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 eighth grade social studies curriculum.

**Unit: Westward Expansion**

**Workers on the Transcontinental Railroad**

**“Workers of the Central Pacific Railroad” by PBS**

Chinese peasants from the Canton Province began arriving on California's shores in 1850, pushed by poverty and overpopulation from their homeland -- and pulled forward by rumors of the Gum Sham, the Mountain of Gold, that awaited them across the ocean. Initially, they took five-year stints in the mines, after which they prospected or accepted jobs as laborers, domestic workers, and fishermen. As their presence increased, the Chinese immigrants faced growing prejudice and an increasingly restrictive laws limiting opportunity. When Leland Stanford was elected governor of California in 1862, he promised in his inaugural address to protect the state from "the dregs of Asia." Stanford, at least, would change his tune.

**Labor Shortage**

In early 1865 the Central Pacific (Railroad Company) had work enough for 4,000 men. Yet contractor Charles Crocker barely managed to hold onto 800 laborers at any given time. Most of the early workers were Irish immigrants. Railroad work was hard, and management was chaotic, leading to a high attrition rate. The Central Pacific management puzzled over how it could attract and retain a work force up to the enormous task. In keeping with prejudices of the day, some Central Pacific officials believed that Irishmen were inclined to spend their wages on liquor, and that the Chinese were also unreliable. Yet, due to the critical shortage, Crocker suggested that reconsideration be given to hiring Chinese. He encountered strong prejudice from foreman James

Harvey Strobridge.

**Impressive Workers**

Strobridge's attitude changed when a group of Irish laborers agitated over wages. Crocker told Strobridge to recruit some Chinese in their place. Instantly, the Irishmen abandoned their dispute. Sensing at least that fear of competition might motivate his men, Strobridge grudgingly agreed to hire 50 Chinese men as wagon-fillers. Their work ethic impressed him, and he hired more Chinese workers for more difficult tasks. Soon, labor recruiters were scouring California, and Crocker hired companies to advertise the work in China. The number of Chinese workers on CP payrolls began increasing by the shipload. Several thousand Chinese men had signed on by the end of that year; the number rose to a high of 12,000 in 1868, comprising at least 80% of the Central Pacific workforce. "Wherever we put them, we found them good," Crocker recalled, "and they worked themselves into our favor to such an extent that if we found we were in a hurry for a job of work, it was better to put Chinese on at once."

**"Celestials"**

The Chinese workers were punctual, willing, and well-behaved -- sometimes referred to as "Celestials" in reflection of their spiritual beliefs. They were quite unlike their Caucasian counterparts, who quickly resented the growing competition and harassed the foreigners. Crocker and Strobridge made clear to the Irishmen that they could work alongside the Chinese crews or be replaced by them. The ultimatum may not have cured the anger of the white crews, but it sufficed to quell rebellion.

**Less Pay**

The Chinese teams were organized into groups of 20 under one white foreman; as the difficulty of construction increased, so often did the size of the gangs. Initially, Chinese employees received wages of $27 and then $30 a month, minus the cost of food and board. In contrast, Irishmen were paid $35 per month, with board provided.

**The Ten-Mile Day**

Toward the end of the line, Crocker was so convinced of the skill of his Irish and Chinese workers that he decided to try for a record by laying 10 miles of track in one day. April 28, 1868 was the appointed day, and Crocker had prepared well. "One by one, platform cars dumped their iron, two miles of material in each trainload, and teams of Irishmen fairly ran the five-hundred-pound rails and hardware forward," writes author David Bain. "Straighteners led the Chinese gangs shoving the rails in place and keeping them to gauge while spikers walked down the ties, each man driving one particular spike and not stopping for another, moving on to the next rail; levelers and fillers followed, raising ties where needed, shoveling dirt beneath, tamping and moving on...." Watching the scene was a team of soldiers. Its commander praised Crocker and his workers for their effort to lay so much rail in so little time. "Mr. Crocker, I never saw such organization as that; it was like an army marching over the ground and leaving a track built behind them."

1. To what does ***Gum Sham*** refer to in the sentence below?

*Chinese peasants from the Canton Province began arriving on California's shores in 1850, pushed by poverty and overpopulation from their homeland -- and pulled forward by rumors of the* ***Gum Sham****, the Mountain of Gold, that awaited them across the ocean. Initially, they took five-year stints in the mines, after which they prospected or accepted jobs as laborers, domestic workers, and fishermen.*

 A.1) The workers

 B2). California

 C.3) The Mountain of Gold

 D. 4)The Canton Province

2. Based on the sentence below, what is the best definition of ***attrition***?

*Most of the early workers were Irish immigrants. Railroad work was hard, and management was chaotic, leading to a high* ***attrition*** *rate.*

 A. 1)Reduction in workforce2)

 B. Increase in workforce3)

 C. Attraction

 4)D. Profit

3. What was Governor Leland Stanford’s ***view towards*** Chinese immigrants?

 A. he felt they were hard workers

 B. he wanted to welcome them into the country

 C. he wanted to protect the country from them

 D. he wanted them to own railroads

4. In the third paragraph, the Irish immigrants express dissatisfaction with their wages. Why did they "***abandon their dispute***?" Please support your answer using at least one piece of supporting textual evidence.

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**Unit: Westward Expansion**

Answer Key

1. C

2. A

3. C

4. Varies

**Unit: Westward Expansion**

**Transcontinental Railroad Workers Strike**

**“The Chinese Workers' Strike” by PBS.**

Although it was already early summer of 1867, portions of California's Donner Pass remained blanketed in 10 to 12 foot drifts. As long as the snow piled up it had to be shoveled, which inhibited progress in the Sierra. The Central Pacific directors contemplated their elemental setback with disappointment. They were losing hope that their rails would extend from the east portal of the Summit Tunnel to the Truckee River by year's end. Tunneling efforts continued in earnest, but the company was having trouble attracting fresh laborers. Executive E. B. Crocker complained in a letter to his colleague Collis Huntington that competing mining concerns were siphoning the workers from their route. "We have proved their value as laborers & everybody is trying Chinese & now we can't get them," Crocker wrote. His brother Charles, the project's contractor, raised the workers' monthly wages four dollars -- to $35 a month -- in hopes that news of the increase would attract more workers to the summit. The results were not what he expected.

**Grievances and Demands**

On June 25, Chinese workers left their grading work along a two-mile stretch on the eastern Sierra slope and went back to their camp. One-eyed construction Chief James Harvey Strobridge lit into the men, but his bluster produced no effect. The workers demanded $40 a month instead of $35. They requested a reduction in hours. A workday on the open Sierra lasted from dawn till dusk; the Chinese laborers wanted to work no more than 10 hours daily. They also asked for shorter shifts in the cramped, dangerous tunnels. Charles Crocker called in leaders of the movement and promised them he'd stop work entirely before considering a single one of their demands. The men took his message back to the camps, but still the workers refused to budge. Two days later, workers struck all along the line, and raised their wage demands to $45 a month.

**Non-Violent Tactics**

"If there had been that number of white laborers... it would have been impossible to control them," Crocker would later recall. "But this strike of the Chinese was just like Sunday all along the work. These men stayed in their camps. That is, they would come out and walk around, but not a word was said. No violence was perpetrated along the whole line." At first Crocker figured opium dealers had instigated the action; then he suspected rival Union Pacific agents. He did not seem to consider whether his men had a legitimate grievance. Instead, he simply cut off their supplies. He stopped agents from delivering food and provisions to the mountain. He kept butchers from providing meat. Then he left the Chinese men to sit in their camps for a week.

**Search for Replacement Workers**

In Sacramento, E. B. Crocker and another CP executive, Mark Hopkins, feared that their work would be permanently paralyzed. They advocated taking advantage of the Freedmen's Bureau to provide African American labor from the East. Hopkins theorized, "A Negro labor force would tend to keep the Chinese steady, as the Chinese have kept the Irishmen quiet."

**Confrontation, Threats and a Bloodless Resolution**

After a week's worth of lean rations had settled upon the men, Charles Crocker returned to the work camps. He dictated the options as he saw them: wages and hours were immutable. If the hungry Chinese workers returned to work immediately they would only be fined, but if they continued on strike they would not get paid for the whole month of June. Motivated by malnutrition, most men agreed to return to work. Those who did not were outraged at their companions. When it looked like these remainders might get out of hand, Crocker brought up a posse of well-armed white men to emphasize his point. Work on the mountain resumed.

1. Based on the excerpt below, what is the best definition of the word ***inhibited*?**

*Although it was already early summer of 1867, portions of California's Donner Pass remained blanketed in 10 to 12 foot drifts. As long as the snow piled up it had to be shoveled, which inhibited progress in the Sierra. The Central Pacific directors contemplated their elemental setback with disappointment.*

A. 1)

Slowed

B. 2)

Quickened

C. 3)

Improved

D. 4)

Completed

2. Based on the excerpt below, what is the best definition of the word ***grievance****?*

*"But this strike of the Chinese was just like Sunday all along the work. These men stayed in their camps. That is, they would come out and walk around, but not a word was said. No violence was perpetrated along the whole line." At first Crocker figured opium dealers had instigated the action; then he suspected rival Union Pacific agents. He did not seem to consider whether his men had a legitimate grievance. Instead, he simply cut off their supplies.*

A. 1)

Sadness

B. 2)

Cause for complaint

C. 3)

Joy

D. 4)

Idea

3. Which of the following reasons was **NOT** a demand from the Chinese workers when they went on strike?

A. 1)

$40 wages

B. 2)

No more than 10 hours of work in a day

C. 3)

Shorter shifts in the dangerous areas

D. 4)

Protective gear for the shifts in the dangerous tunnels

4. How did the Charles Crocker, after decreasing the food supply, finally get **most** of the men back to work?

A. 1)

He threatened not to pay them for a month

B. 2)

He completely cut off their food supply

C. 3)

He threatened their families

D. 4)

He said the fines they faced would keep increasing

**Unit: Westward Expansion**

Answer Key

1. A

2. B

3. D

4. A

**Unit: Immigration**

*The following poem is engraved into the base of the Statue of Liberty. Please read and answer the following questions.*

**The New Colossus**

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"

* **Emma Lazarus**

1. If the Statue of Liberty is a symbol for immigrants, what is Emma Lazarus referencing when she mentions *"the golden door?"*

1. The door out of each immigrant's old country
2. A yellow door in to the country
3. The entrance to the United States of America
4. The exit from the United States of America

2. Which two lines in the poem best portray the Statue of Liberty as a *positive image* for immigrants when they are entering the country?

 A. With conquering limbs astride from land to land;
 Here at our sea-washed, sunset gates shall stand

 B. A mighty woman with a torch, whose flame
 Is the imprisoned lightning, and her name

 C. Is the imprisoned lightning, and her name
 Mother of Exiles. From her beacon-hand

 D. Mother of Exiles. From her beacon-hand
 Glows world-wide welcome; her mild eyes command

3. According to the poem, who is welcome into the country?

1. Greek Gods
2. the poor and the homeless
3. mothers of Exiles
4. mighty women

4. Over time, The Statue of Liberty emerged as the *"Mother of Exiles,"* a symbol of:

1. hope to generations of immigrants
2. imprisonment of refugees
3. enlightenment
4. nativism

5. What symbol on The Statue of Liberty is meant to welcome immigrants?

1. her hand
2. her eyes
3. her lamp
4. the shore

**Unit: Immigration**

Answer Key

1. C

2. D

3. B

4. A

5. C

**Unit: The Progressive Movement**

Please read the following excerpt from *The Jungle* describing the meat packing industry during the early 1900s:

"...There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption germs. There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them; they would die, and then rats, bread, and meat would go into the hoppers together. This is no fairy story and no joke; the meat would be shoveled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one-- there were things that went into the sausage in comparison with which a poisoned rat was a tidbit. There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage. There were the butt-ends of smoked meat, and the scraps of corned beef, and all the odds and ends of the waste of the plants, that would be dumped into old barrels in the cellar and left there. Under the system of rigid economy which the packers enforced, there were some jobs that it only paid to do once in a long time, and among these was the cleaning out of the waste barrels. Every spring they did it; and in the barrels would be dirt and rust and old nails and stale water--and cartload after cartload of it would be taken up and dumped into the hoppers with fresh meat, and sent out to the public's breakfast. Some of it they would make into "smoked" sausage--but as the smoking took time, and was therefore expensive, they would call upon their chemistry department, and preserve it with borax and color it with gelatine to make it brown. All of their sausage came out of the same bowl, but when they came to wrap it they would stamp some of it "special," and for this they would charge two cents more a pound..."

1. This excerpt most clearly exposes the meat packing industry for its:

A. 1)mistreatment of workers.

2)

B. unsanitary food production.

C. 3)

Cheap food production. 4)

D. mistreatment of animals.

2. Based on the following sentence, what is a *nuisance?*

*These rats were nuisances, and the packers would put poisoned bread out for them; they would die, and then rats, bread, and meat would go into the hoppers together.*

1)

A. An animal

B. 2)Something unnoticeable

3)C. Something annoying

D. A rodent

3. Based on the following sentence, which would best describe Borax:

*…but as the smoking took time, and was therefore expensive, they would call upon their chemistry department, and preserve it with borax and color it with gelatine to make it brown.*

1)

A. food coloring

B. 2)

meat

C. 3)preservative

D. 4)

smoke

4. In which line does the author best acknowledge the disbelief the reader may be experiencing while reading the excerpt.

 A. These rats were nuisances, and the packers would put poisoned bread out for them; they

 would die, and then rats, bread, and meat would go into the hoppers together.

B. This is no fairy story and no joke; the meat would be shoveled into carts, and the man

 who did the shoveling would not trouble to lift out a rat even when he saw one—

C. There was no place for the men to wash their hands before they ate their dinner, and so

 they made a practice of washing them in the water that was to be ladled into the sausage.

D. Under the system of rigid economy which the packers enforced, there were some jobs

 that it only paid to do once in a long time, and among these was the cleaning out of the

 waste barrels.

**Unit: The Progressive Movement**

Answer Key

1. A

2. C

3. C

4. B

**Unit: The Progressive Movement**

**Excerpt from *The Jungle***

by Upton Sinclair

There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption germs. There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them; they would die, and then rats, bread, and meat would go into the hoppers together. This is no fairy story and no joke; the meat would be shoveled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one-- there were things that went into the sausage in comparison with which a poisoned rat was a tidbit. There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage. There were the butt-ends of smoked meat, and the scraps of corned beef, and all the odds and ends of the waste of the plants, that would be dumped into old barrels in the cellar and left there. Under the system of rigid economy which the packers enforced, there were some jobs that it only paid to do once in a long time, and among these was the cleaning out of the waste barrels. Every spring they did it; and in the barrels would be dirt and rust and old nails and stale water--and cartload after cartload of it would be taken up and dumped into the hoppers with fresh meat, and sent out to the public's breakfast. Some of it they would make into "smoked" sausage--but as the smoking took time, and was therefore expensive, they would call upon their chemistry department, and preserve it with borax and color it with gelatine to make it brown. All of their sausage came out of the same bowl, but when they came to wrap it they would stamp some of it "special," and for this they would charge two cents more a pound.

1. A fact is a true statement backed up by direct evidence. Which is a fact found in this passage?

A. Sausage made in this meat-packing plant was safe to eat.

B. Poisoned rats and bread were sometimes mixed into the sausage.

 C. Making good sausage took a lot of hard work.

D. Workers should have been more careful making sausage.

2. The word *consumption* is used **in this passage** to mean

A. the creation of something

B. the sale of something

C. a disease

D. a food product

3. What does the author mean by adding, "This is no fairy story and no joke"?

A. What I have written has been exaggerated to make it dramatic and interesting.

B. What I have written is my opinion which should be respected.

C. What I have written is a tall tale that should be enjoyed.

D. What I have written is true and should be taken seriously.

4. With which historical period is this passage associated?

A. The Progressive Era

B. Reconstruction

C. The Civil Rights Movement

D. Imperialism

**Unit: The Progressive Movement**

Answer Key

1. B

2. C

3. D

4. A

**Unit: The Roaring ‘20s**

*Please read the following excerpt from “Woodrow Wilson and the Women's Suffrage Movement: A Reflection” published by the Wilson Center.*

(**Important vocabulary: Suffrage—the right to vote in political elections)**

 Woodrow Wilson entered office at the pinnacle of the women’s suffrage movement in 1913. Many historians say that President Wilson’s support for women’s suffrage was lukewarm at best, but the president…did undergo an ethical metamorphosis after which he lent his support to women’s suffragists and actively fought on their behalf.

 In 1917, suffragist picketed outside of the White House demanding Wilson’s support extend beyond what they deemed as mere lip service for the cause. While at first largely peaceful, the protests later turned violent resulting in the detention of several women who then protested their incarceration with hunger strikes. Wilson was appalled when he discovered that many of these women were being force fed in the prison and finally stepped in toward the fight for women’s enfranchisement, finally joining his daughter, leading suffragist Jessie Woodrow Wilson Sayre.

 Wilson’s voice proved unequivocal in the ultimate passing of the 19th amendment. In a 1918 speech before the Congress, Wilson – for the first time in his time in office – publically endorsed women’s rights to vote. Realizing the vitality of women during the First World War, President Wilson asked Congress, “We have made partners of the women in this war… Shall we admit them only to a partnership of suffering and sacrifice and toil and not to a partnership of privilege and right?”

1. According to this excerpt, historians most likely would consider President Woodrow Wilson...

 A. 1)

A strong advocate of the women's movement from the very beginning.

 B. 2)

A challenge the women's movement had to overcome.

 C. 3)

A reluctant, but in the end very important, supporter.

 D. 4)

An enemy to women everywhere.

2. Which ***piece of evidence*** best explains why women were protesting President Wilson?

 A. "…Wilson's support for women's suffrage was lukewarm at best…"

 B."…suffragists picketed outside of the White House demanding Wilson's support…"

 C."…demanding Wilson's support extend beyond what they deemed as mere lip service

 for the cause…"

 D. "…the protests later turned violent in the detention of several women…"

3. Based on the excerpt below from paragraph 2, what is the best definition of the word **enfranchisement**?

*"Wilson was appalled when he discovered that many of these women were being force fed in the prison and finally stepped in toward the fight for women’s* ***enfranchisement****, finally joining his daughter, leading suffragist Jessie Woodrow Wilson Sayre."*

 A. Restraint

 B. Suffrage

 C. Knowledge

 D. Communication

4. What did President Woodrow Wilson mean when he asked Congress, “*Shall we admit them only to a partnership of suffering and sacrifice and toil and not to a partnership of privilege and right?”*

**Please use at least two pieces of supporting textual evidence in your analysis.**

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**Unit: The Roaring ‘20s**

Answer Key

1. D

2. C

3. B

4. Varies

**Unit: The Roaring ‘20s**

**Read the following poem written by Langston Hughes during the Harlem Renaissance and answer the questions.**

**I, Too, Sing America**

By Langston Hughes

I, too, sing America.

I am the darker brother.

They send me to eat in the kitchen

When company comes,

But I laugh,

And eat well,

And grow strong.

Tomorrow,

I'll be at the table

When company comes.

Nobody'll dare

Say to me,

"Eat in the kitchen,"

Then.

Besides,

They'll see how beautiful I am

And be ashamed—

I, too, am America.

1. Select the two consecutive lines that best show how African Americans were treated.

A. Tomorrow,

 I’ll be at the Table

B. I am the darker brother.

 They send me to eat in the kitchen

C. They’ll see how beautiful I am

 And be ashamed-

D. But I laugh,

 And eat well,

2. When Hughes uses the word *"too"* throughout the poem, he is showing the similarities between which two groups?

 A. immigrants and natives

B. brothers and sisters

C. colored and non-colored Americans

D. slaves and plantation owners

3. Which piece of evidence best supports the idea that the author believes things will change?

 A. I am the darker brother. They send me to eat in the kitchen.

B. But I laugh, and eat well, and grow strong

C. I, too, sing America

D. Nobody'll dare Say to me, "Eat in the kitchen,"

4. How does the use of the word “kitchen” best illustrate the *theme* of the poem?

1. Creates a setting at that time, black individual working in a white household
2. Creates a feeling of division, oppression and even discouragement
3. Creates a feeling of urgency and desire to be more than what America is allowing
4. Creates a feeling of hope ,that the life of a black man will get better

**Unit: The Roaring ‘20s**

Answer Key

1. B

2. C

3. D

4. C

**Unit: The Roaring ‘20s**

**Read the passage and then answer questions that follow.**

Arna Bontemps was born in Alexandria, Louisiana, in 1902. His father was a bricklayer and his mother taught school. When Bontemps was three years old, his family moved to California. There he lived until he graduated from Pacific Union College in 1923. He moved to New York City to pursue a teaching job in 1924. While teaching in Harlem, he would eventually meet writer Langston Hughes, who would become a good friend. Hughes and Bontemps represented a group of artists whose works contributed to the Harlem Renaissance—a renewal of African American art and literature.

Although Bontemps taught throughout his career, he was also an accomplished African American poet, novelist, and scholar. In fact, Bontemps won prizes for his poetry in 1926 and 1927. That success was followed by his first novel, God Sends Sunday, which was published in 1931. Soon after, Bontemps accepted a new teaching position in Alabama to support his growing family. He never lost sight of his writing career, though. He published short stories as well as books for young people. In 1936, Bontemps published Black Thunder: Gabriel’s Revolt, a critically acclaimed historical novel about a slave rebellion that took place in Virginia in 1800.

In 1943, Bontemps moved to Chicago and earned a degree in library science.

He then became a librarian at Fisk University in Nashville, Tennessee. He held the position until he retired in 1965. This job helped establish his reputation as a historian. Throughout his life, Bontemps helped develop a huge collection of African American cultural material. Modern historians recognize his contribution in preserving African American culture and continue to praise his efforts.

Bontemps won many awards for his writing, which often tackled themes such as social justice and the pursuit of freedom. After a long and varied career, Bontemps died in 1973, but the significance of his work lives on.

1. What was Arna Bontemps’s **most** noteworthy contribution to the preservation of African American culture?

A. He became a librarian at Fisk University in Nashville.

B. He won many awards for his writings on African American themes.

C. He helped develop a huge collection of African American materials.

D. He and his friend Langston Hughes became part of the Harlem Renaissance.

2. What was the author’s purpose in writing this passage?

A.to tell a creative story about a Louisiana author

B.to list Arna Bontemps’s awards and accomplishments

C.to give a brief biographical account of the life of Arna Bontemps

D.to tell about one author’s pursuit of social justice and freedom

3. What do the details about Arna Bontemps’s career reveal about him?

A. He enjoyed traveling and used his various travels to explore different cultures and make new friends.

B. He developed many talents as he took advantage of different job opportunities and

worked with other artists.

C. He preferred teaching young people and did so through his teaching position and through his work as a librarian.

D. He became wealthy from his publications as he moved from poetry writing to novel writing.

4. Read the sentence from the final paragraph.

Bontemps won many awards for his writing, which often tackled themes such as social

justice and the pursuit of freedom.

What does the use of the word **tackled** in this sentence indicate about Bontemps?

A. He was unafraid to write about serious themes.

B. He was unwilling to imitate the themes of others.

C. He was prepared to defend his themes against critics.

D. He was focused on the effects of his themes on readers

**Unit: The Roaring ‘20s**

Answer Key

1. C

2. C

3. B

4. A

**Unit: The Great Depression**

*Please read the following New York Times excerpt and answer the questions.*

**The Great Depression**

**A Short History of the Great Depression**

*By Nick Taylor, the author of “American-Made” (2008), a history of the Works Progress Administration.*

The Great Depression was a worldwide economic crisis that in the United States was marked by widespread unemployment, near halts in industrial production and construction, and an 89 percent decline in stock prices. It was preceded by the so-called New Era, a time of low unemployment when general prosperity masked vast disparities in income.

The start of the Depression is usually pegged to the stock market crash of “Black Tuesday,” Oct. 29, 1929, when the Dow Jones Industrial Average fell almost 23 percent and the market lost between $8 billion and $9 billion in value. But it was just one in a series of losses during a time of extreme market volatility that exposed those who had bought stocks “on margin” — with borrowed money.

The stock market continued to decline despite brief rallies. Unemployment rose and wages fell for those who continued to work. The use of credit for the purchase of homes, cars, furniture and household appliances resulted in foreclosures and repossessions. As consumers lost buying power industrial production fell, businesses failed, and more workers lost their jobs. Farmers were caught in a depression of their own that had extended through much of the 1920s. This was caused by the collapse of food prices with the loss of export markets after World War I and years of drought that were marked by huge dust storms that blackened skies at noon and scoured the land of topsoil. As city dwellers lost their homes, farmers also lost their land and equipment to foreclosure.

President Herbert Hoover, a Republican and former Commerce secretary, believed the government should monitor the economy and encourage counter-cyclical spending to ease downturns, but not directly intervene. As the jobless population grew, he resisted calls from Congress, governors, and mayors to combat unemployment by financing public service jobs. He encouraged the creation of such jobs, but said it was up to state and local governments to pay for them. He also believed that relieving the suffering of the unemployed was solely up to local governments and private charities.

By 1932 the unemployment rate had soared past 20 percent. Thousands of banks and businesses had failed. Millions were homeless. Men (and women) returned home from fruitless job hunts to find their dwellings padlocked and their possessions and families turned into the street. Many drifted from town to town looking for non-existent jobs. Many more lived at the edges of cities in makeshift shantytowns their residents derisively called Hoovervilles. People foraged in dumps and garbage cans for food.

The presidential campaign of 1932 was run against the backdrop of the Depression. Franklin Delano Roosevelt won the Democratic nomination and campaigned on a platform of attention to “the forgotten man at the bottom of the economic pyramid.” Hoover continued to insist it was not the government’s job to address the growing social crisis. Roosevelt won in a landslide. He took office on March 4, 1933, with the declaration that “the only thing we have to fear is fear itself.”

*1. "It was preceded by the so-called* ***New Era****, a time of low unemployment when general*

 *prosperity masked vast disparities in income."*

Based on the sentence above, the *New Era* was most likely a time when:

1. Everyone had more money.
2. People didn't have jobs.
3. The poor made a lot less than the rich.
4. People were very sad.

2. When did the Great Depression begin?

1. The early 1920s
2. The New Era
3. Black Tuesday
4. During

***3. Based on the following excerpt, choose the best definition of a shantytown.***

*Millions were homeless. Men (and women) returned home from fruitless job hunts to find their dwellings padlocked and their possessions and families turned into the street. Many drifted from town to town looking for non-existent jobs. Many more lived at the edges of cities in makeshift* ***shantytowns*** *their residents derisively called Hoovervilles. People foraged in dumps and garbage cans for food.*

1. The areas where President Hoover lived
2. Deprived areas people turned into a place to live
3. Suburban Neighborhood
4. Big garbage dumps

4. Why did the unemployed living in "makeshift shantytowns" call their living areas "Hoovervilles?" Please support your answer with at least one piece of supporting textual evidence.

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**Unit: The Great Depression**

Answer Key

1. A

2. C

3. B

4. Varies

**Unit: World War II**

**December 8, 1941 -**

 **Franklin Roosevelt asks Congress for a Declaration of War with Japan**

*On December 8, 1941, the day after Japanese forces attacked the American military base at Pearl Harbor, Hawaii, Franklin Roosevelt addressed Congress and asked for a Declaration of War with Japan. The Senate and House of Representatives approved the war declaration unanimously with the exception of one vote - Congresswoman Jeannette Rankin became the first member of Congress to vote "no" on both the declaration of war on Germany during World War I and the declaration of war on Japan in 1941 - and FDR signed the resolution that day.*

*Franklin Roosevelt gave one of his most famous speeches to Congress on December 8, 1941 when he asked Congress to declare war on Japan. After the first draft of the speech was written, FDR made handwritten changes and used that text as his final speech. Compare the first page of FDR's original draft and handwritten corrections to his final speech:*

Mr. Vice President, and Mr. Speaker, and Members of the Senate and House of Representatives:

Yesterday, December 7, 1941 -- a date which will live in infamy -- the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that Nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in the American Island of Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against Malaya.

 Last night Japanese forces attacked Hong Kong.

 Last night Japanese forces attacked Guam.

 Last night Japanese forces attacked the Philippine Islands.

 Last night the Japanese attacked Wake Island. And this morning the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our Nation.

As Commander in Chief of the Army and Navy I have directed that all measures be taken for our defense.

But always will our whole Nation remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory. I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us.

Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.

With confidence in our armed forces- with the unbounding determination of our people- we will gain the inevitable triumph- so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941, a state of war has existed between the United States and the Japanese Empire.

1. What is the most commonly used persuasive technique in the selection?

 a. statistics

 b. repetition

 c. semantic slanting

 d. bandwagon

2. Which of the following is **not a supporting detail for the main argument?**

 a. Japan suddenly and deliberately attacked us.

 b. Other countries are ready to help us in our fight.

 c. Many American lives have been lost in the attack.

 d. America must defend itself so that this never happens again.

3. Based on the selection, which of the following best describes Franklin D. Roosevelt?

 a. troubled and determined

 b. miserable and unhurried

 c. passionate and eager

 d. upbeat and persevering

4. Which of the following relationships is most similar to the following relationship?

United States of America : Japan

 a. Martin Luther King, Jr.: John F. Kennedy

 b. friend : enemy

 c. United States of America : Canada

 d. dog : mailman

5. Based on the selection, which of the following statements is the best assumption about the author’s background?

 a. Franklin D. Roosevelt has dealt with difficult issues in the past

 b. Franklin D. Roosevelt has fought in a war previously

 c. Franklin D. Roosevelt grew up in a strict household

 d. Franklin D. Roosevelt experienced trouble in his marriage

6. Based on the selection, what motive drives Franklin D. Roosevelt’s argument?

 a. He wants to shock American citizens with his ideas.

 b. He genuinely wants the two countries to reach out to each other.

 c. He wants to launch an attack against Japan because of their actions.

 d. He wants to admit that Japan was justified in their attack.

7. How does Franklin D. Roosevelt show bias on the topic of declaring war?

 a. He believes the best way to make a difference as a president is to leave a legacy.

 b. He believes the best way to make a difference on the world is to start a war.

 c. He provides readers/listeners with multiple reasons for declaring war.

 d. He provides readers/listeners with only one reason for declaring war.

8. What is the effect of beginning the selection with the phrase, “Yesterday, December 7, 1941--a date which will live in infamy—the United States was suddenly and deliberately attacked by naval and air forces of the Empire of Japan”? *Use evidence from the text to support your response.*

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9. What is another argument that Roosevelt could have included in this speech? *Use evidence from the text to support your response.*

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10. What was the main purpose(s) of Roosevelt’s speech, “For a Declaration of War?” *Use evidence from the text to support your response.*

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**Unit: World War II**

Answer Key

1. B

2. B

3. A

4. B

5. A

6. C

7. C

8. Varies

9. Varies

10. Varies

**Unit: The Cold War**

**The following is an excerpt from a speech given by John F. Kennedy about the nation's future in space exploration.**

Finally, if we are to win the battle that is now going on around the world between freedom and tyranny, the dramatic achievements in space which occurred in recent weeks should have made clear to us all, as did the Sputnik in 1957, the impact of this adventure on the minds of men everywhere, who are attempting to make a determination of which road they should take. Since early in my term, our efforts in space have been under review. With the advice of the Vice President, who is Chairman of the National Space Council, we have examined where we are strong and where we are not, where we may succeed and where we may not. Now it is time to take longer strides--time for a great new American enterprise--time for this nation to take a clearly leading role in space achievement, which in many ways may hold the key to our future on earth.

I believe we possess all the resources and talents necessary. But the facts of the matter are that we have never made the national decisions or marshaled the national resources required for such leadership. We have never specified long-range goals on an urgent time schedule, or managed our resources and our time so as to insure their fulfillment.

Recognizing the head start obtained by the Soviets with their large rocket engines, which gives them many months of lead-time, and recognizing the likelihood that they will exploit this lead for some time to come in still more impressive successes, we nevertheless are required to make new efforts on our own. For while we cannot guarantee that we shall one day be first, we can guarantee that any failure to make this effort will make us last. We take an additional risk by making it in full view of the world, but as shown by the feat of astronaut Shepard, this very risk enhances our stature when we are successful. But this is not merely a race. Space is open to us now; and our eagerness to share its meaning is not governed by the efforts of others. We go into space because whatever mankind must undertake, free men must fully share.

I therefore ask the Congress, above and beyond the increases I have earlier requested for space activities, to provide the funds which are needed to meet the following national goals:

1. What does the word *“determination”* mean as it is used in the first sentence?

1. A resolute movement towards some object or end.
2. The act of coming to a decision or of fixing or settling a purpose.
3. The unwillingness to give up.
4. The process of qualifying or limiting a proposition or concept.

2. Which phrase best helps the reader understand the meaning of the word *"determination"?*

1. "which road they should take"
2. "dramatic achievements"
3. "minds of men"
4. "attempt to make"

3. What is the **main purpose** of this speech?

1. To warn citizens of the dangerous growth of the Soviet space program
2. To propose international regulations for space exploration
3. To appeal to Congress for increased NASA funding
4. To inform the world of the United States' upcoming Moon excursion

4. Which of the following statements is **supported** in the text?

1. America must be the first country to successfully land a manned spacecraft on the moon.
2. The Soviet Space Program is far too advanced to compete with, but the space programs of other nations are not.
3. While it is likely possible that the United States may not be first in the Space Race, is imperative to put forth an effort.
4. The risk of losing the U.S.'s stature in the eyes of the nations of the world is far too high.

**Unit: The Cold War**

Answer Key

1. B

2. A

3. C

4. C

**Unit: The Civil Rights Movement**

**“I Have a Dream”**

**by Martin Luther King, Jr.**

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check — a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

As we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied, as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "For Whites Only". We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring."

And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snowcapped Rockies of Colorado!

Let freedom ring from the curvaceous slopes of California!

But not only that; let freedom ring from Stone Mountain of Georgia!

Let freedom ring from Lookout Mountain of Tennessee!

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! free at last! thank God Almighty, we are free at last!"

1. Dr. King uses figurative language in his comparison:

*“One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity.”*

 What type of **figurative language** device is he using?

1. Simile
2. Metaphor
3. Alliteration
4. Personification

2. The phrase “Five score years ago...” is an *allusion* to what and whom?

 A. Gettysburg Address given by President Lincoln

 B. Woodrow Wilson’s 14 Points

 C. The Declaration of Independence and Thomas Jefferson

 D. Thomas Paine’s “The Common Sense”

3. Which of the following is an example of *personification* in Dr. King’s “I Have a Dream” speech?

1. Bright day
2. Pilgrim’s pride
3. Freedom Ring
4. God’s children

4. What was the *purpose* of Martin Luther King Jr.’s speech? Use two pieces *of textual evidence* to support your answer.

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5. What founding American documents did Martin Luther King reference within his speech? What is the *significance* of using these documents as examples/references within the “*I Have a Dream*” speech?

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**Unit: The Civil Rights Movement**

Answer Key

1. B

2. A

3. B

4. Varies

5. Varies

**Unit: The Civil Right Movement**

The Civil Rights Act of 1964 was one of the most important victories of the civil rights movement. Following is an excerpt from section 201 of that act.

**The Civil Rights Act of 1964**

TITLE II--INJUNCTIVE RELIEF AGAINST DISCRIMINATION IN PLACES OF PUBLIC ACCOMMODATION

SEC. 201. (a) All persons shall be entitled to the full and equal enjoyment of the goods, services, facilities, and privileges, advantages, and accommodations of any place of public accommodation, as defined in this section, without discrimination or segregation on the ground of race, color, religion, or national origin.

(b) Each of the following establishments which serves the public is a place of public accommodation

 (1) any inn, hotel, motel, or other establishment which provides lodging to transient guests...

 (2) any restaurant, cafeteria, lunchroom, lunch counter, soda fountain, or other facility principally engaged in selling food for consumption on the premises....

 (3) any motion picture house, theater, concert hall, sports arena, stadium or other place of exhibition or entertainment....

1. The goal of Section 201 of the Civil Rights Act of 1964 is to:

A. end segregation in schools

B. promote racial understanding

C. create more diverse workplaces

D. ban discrimination in public places

2. Section 201 of the Civil Rights Act bans discrimination for all reasons ***except:***

A. color

B. annual income

C. religion

D. national origin

3. Public accommodations as defined by section 201 include:

A. government office buildings

B. school and college campuses

C. apartment buildings

D. food, lodging and entertainment providers

4. Based on Section 201, a theatre operator *cannot* refuse to sell a ticket to teenager based on that person's

A. age

B. race

C. dress

D. behavior

**Unit: The Civil Rights Movement**

Answer Key

1. D

2. B

3. D

4. B

**Unit:**

*In this famous speech given on January 28, 1986, President Ronald Reagan addresses a nation that has just witnessed the explosion of the space shuttle* Challenger*. Read the introduction and the speech, and answer the questions that follow.*

***President Ronald Reagan Honors the Memory of theSeven Astronauts Killed in the Space Shuttle* Challenger *Explosion.***

*Officially, it was “Shuttle Mission 51-L,” but every American knew it as “the flight with the teacher” because one of the crew members was a thirty-seven-year-old teacher named Christa McAuliffe. The first civilian to venture into space, McAuliffe had been chosen out of 11,000 volunteers to join six astronauts on the space shuttle* Challenger*. Promising “the ultimate field trip,” NASA1 heavily promoted the launch, and tens of millions of Americans—many of them schoolchildren—tuned in to witness the historic event live on January 28, 1986. At 11:39 a.m., cheers erupted at Cape Canaveral and at McAuliffe’s school back in Concord, New Hampshire, as the* Challenger *soared skyward into a picture-perfect, cloudless sky. And then suddenly, inconceivably, the shuttle disappeared into a massive fireball as the two booster rockets sailed on, leaving behind a billowy pitchfork of smoke. Shock immediately turned to grief as the realization sank in: The shuttle had exploded, killing everyone on board. President Reagan was scheduled to give the State of the Union address before Congress that evening, but instead focused solely on the seven crew members who lost their lives—the first American astronauts ever to die in flight.*

\* \* \*

Ladies and gentlemen, I’d planned to speak to you tonight to report on the state of the Union, but the events of earlier today have led me to change those plans. Today is a day for mourning and remembering. Nancy and I are pained to the core by the tragedy of the shuttle *Challenger*. We know we share this pain with all of the people of our country. This is truly a national loss.

Nineteen years ago, almost to the day, we lost three astronauts in a terrible accident on the ground. But we’ve never lost an astronaut in flight. We’ve never had a tragedy like this. And perhaps we’ve forgotten the courage it took for the crew of the shuttle. But they, the *Challenger* Seven, were aware of the dangers, overcame them, and did their jobs brilliantly. We mourn seven heroes: Michael Smith, Dick Scobee, Judith Resnik, Ronald McNair, Ellison Onizuka, Gregory Jarvis, and Christa McAuliffe. We mourn their loss as a nation together.

To the families of the seven: We cannot bear, as you do, the full impact of this tragedy. But we feel the loss, and we’re thinking about you so very much. Your loved ones were daring and brave, and they had that special grace, that special spirit that says, “Give me a challenge, and I’ll meet it with joy.” They had a hunger to explore the universe and discover its truths. They wished to serve, and they did. They served all of us. We’ve grown used to wonders in this century. It’s hard to dazzle us, but for twenty-five years the United States space program has been doing just that. We’ve grown used to the idea of space, and perhaps we forget that we’ve only just begun. We’re still pioneers. They, the members of the *Challenger* crew, were pioneers.

And I want to say something to the schoolchildren of America who were watching the live coverage of the shuttle’s takeoff. I know it is hard to understand, but sometimes painful things like this happen. It’s all part of the process of exploration and discovery. It’s all part of taking a chance and expanding man’s horizons. The future doesn’t belong to the fainthearted; it belongs to the brave. The *Challenger* crew was pulling us into the future, and we’ll continue to follow them.

I’ve always had great faith in and respect for our space program, and what happened today does nothing to diminish it. We don’t hide our space program. We don’t keep secrets and cover things up. We do it all up front and in public. That’s the way freedom is, and we wouldn’t change it for a minute. We’ll continue our quest in space. There will be more shuttle flights and more shuttle crews and, yes, more volunteers, more civilians, more teachers in space. Nothing ends here. Our hopes and our journeys continue. I want to add that I wish I could talk to every man and woman who works for NASA or who worked on this mission and tell them, “Your dedication and professionalism have moved and impressed us for decades, and we know of your anguish. We share it.”

There’s a coincidence today. On this day 390 years ago, the great explorer Sir Francis Drake died aboard ship off the coast of Panama. In his lifetime the great frontiers were the oceans, and an historian later said, “He lived by the sea, died on it, and was buried in it.” Well today we can say of the *Challenger* crew, Their dedication was, like Drake’s, complete.

The crew of the space shuttle *Challenger* honored us by the manner in which they lived their lives. We will never forget them, nor the last time we saw them, this morning, as they prepared for their journey and waved goodbye and “slipped the surly bonds of earth” to “touch the face of God.”

1. According to the introduction, why was “Shuttle Mission 51-L” considered to be historic and

different from other space flights?

A. It included the first private citizen.

B. It included the first female astronaut.

C. It was the first time a space shuttle was launched.

D. It was the first time astronauts planned to walk in space.

2. Based on the introduction, what was the **most likely** reason that NASA described the shuttle mission as “the ultimate field trip”?

A. to emphasize the fact that a teacher was part of the shuttle crew

B. to publicize the fact that the mission included the first space walk

C. to encourage people to travel to Cape Canaveral to watch the launch

 D. to indicate that the main purpose of the shuttle mission was educational

3. In paragraph 5, how does President Reagan try to console schoolchildren?

 A. by suggesting there will be no future tragedies

 B. by explaining the tragedy as a risk of exploration

 C. by promising they will solve the shuttle’s problems

 D. by explaining the reasons for the shuttle’s accident

4. In paragraph 5, President Reagan urges his audience to:

 A. solve the problems of the past.

 B. forget about the tragedies of the past.

 C. focus on the the future.

 D. anticipate further problems in the future.

5. In paragraph 7, what is the **main** reason President Reagan refers to Sir Francis Drake?

 A. to show that past explorers are sometimes forgotten

 B. to show that a person must die to be considered a hero

 C. to show that the astronauts are as heroic as past explorers

 D. to show that the frontiers of human exploration have changed

6. What is the **main** message of President Reagan’s speech?

A. Americans should question the future of the space program.

B. Americans should honor the *Challenger* crew by sharing their dream.

C. Americans should trust that a similar tragedy is unlikely to happen again.

 D. Americans should solve the problems that caused the *Challenger* tragedy.

7. In the speech, President Reagan uses the pronoun “we” to refer **mainly** to:

 A. the *Challenger* crew.

 B. government officials.

 C. the American people.

 D. himself and his wife.

8. What does the colon used at the beginning of paragraph 4 indicate?

 A. President Reagan is beginning a list.

 B. President Reagan is pausing for suspense.

 C. President Reagan has omitted some words.

 D. President Reagan is addressing a specific audience.

*Question 9 is an open-response question*.

• Read the question carefully.

• Explain your answer.

• Add supporting details.

• Double-check your work.

9. Explain the techniques President Reagan uses in his speech to honor the Challenger

astronauts. Support your answer with relevant and specific details from the speech.

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**Unit: The Roaring ‘20s**

Answer Key

1. A

2. A

3. B

4. C

5. D

6. B

7. C

8. D

9. Varies

Works Cited

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