

# CONQUERING CLOSE READING

WORKING WITH *FREEDOM: A HISTORY OF US*

BY MICHAEL HUTCHISON



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# PREFACE

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# TO THE TEACHER

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**Close reading** refers to a “careful and purposeful reading” of a selection of text with the goal of discovering deeper comprehension and understanding of the material. This activity book helps students develop close-reading skills that should further prepare them for college and career readiness.

The evolution of close reading is rooted in secondary-level learning, especially in preparing students for college-level courses. However, with the advent of Common Core State Reading and Language Arts Standards, it has become evident that close-reading skills are just as necessary for the elementary- and middle-school levels. It is not enough to expect students to develop close-reading skills on the high-school level. Instead, it is now necessary for students to develop these skills from kindergarten through elementary school as well.

These skills are essential since many high-quality texts don’t provide an easy way to uncover their meanings. The goal is for “deep comprehension.” This is a necessity as students graduate from lower-level to more complex and high-quality texts, which typically happens as they graduate from elementary school to secondary school and on to higher education. This book provides a foundation to help students develop those close-reading skills.

This activity book focuses on close reading excerpts from Joy Hakim’s *Freedom: A History of US*. This lively and richly layered history text provides excellent opportunities for both learning close-reading skills and revealing a deeper understanding of U.S. history as conveyed by the full text. This activity book’s goal, first and foremost, is to provide supplemental activities to *Freedom* that teach skills that can translate into any area of reading and that also immerse students in a fuller understanding of the entire *Freedom* text.

Secondarily, these activities can be used as stand-alone exercises in learning close-reading techniques. The myriad activities can be adapted by teachers and applied to many types, forms, and subject areas of readings.

The book is designed to correspond to the various units in the first half of *Freedom: A History of US*, targeting the middle-school level and covering material in the text’s introduction and units 1–8. This coverage includes areas typically addressed in middle-school U.S. history classes. Although the activities in this book are geared to the middle-school level, with some adaptation, they can be used on the high-school level, or in advanced upper-elementary level classes.

Each unit has two to five selected readings. Teacher information pages, located at the beginning of each reading, include a synopsis of the reading, alignment with specific Common Core State Reading Standards in Literacy for History/Social Studies (grades 6–10), and suggested answers. The following student pages provide the text of the close-reading excerpt and a mixture of reflective and challenging activities and questions.

## Common Core State Standards

Activities for each unit are aligned to Common Core Reading Standards for Literacy in History/Social Studies for Grades 6–10. Overall standards themes covered in the activities include “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.”

## How to Use the Activities

Activities may be used in several ways. You may elect to use the activities as warm-ups prior to students’ reading the corresponding unit in the book. You may also want to use the activities as a follow-up, in-depth look at each unit after your students have finished reading, or you may wish to use them as stand-alone exercises to focus on close-reading techniques. If desired, the excerpts and their accompanying activities may be assigned as homework.

## Time Allotted

Completion of activities and questions for each reading should take approximately 20 minutes. Time required may increase or decrease, depending on the reading level of students.

## Strategies Used

Several close reading strategies are employed in this book. These deal with the following concepts:

**anecdote:** A brief story about an interesting event or occurrence. Students identify the anecdotes included in an excerpt and, in the close-reading activities, examine the author’s use of those anecdotes.

**“chunk the text”:** A close-reading strategy that asks students to divide the reading into smaller, manageable pieces, each with something in common, such as the main idea, opposing views, or supporting evidence.

**compare and contrast:** A strategy that has students analyze various aspects of a reading or situation for similarities or differences.

**craft and structure:** How the author uses syntax and order to effectively convey a reading’s message.

**evidence:** Something that proves a particular point or idea. Students read in order to find evidence that corroborates an argument or position stated in the reading.

**five-word summary:** A strategy that has students identify the five most important words in an excerpt and then defend their choices in a short paragraph.

**frame of reference:** Information and values that help show how judgments or conclusions are made. With these activities, students analyze how the frame of reference impacts the writing.

**inference:** A conclusion drawn using evidence and reasoning. Students make conclusions based on evidence from within the excerpt.

**irony:** Describes a situation that seems to be intentionally contrary to what is expected; a point made by intentionally using language that expresses the opposite of one's meaning, sometimes for humorous effect. In questions dealing with irony, students look for and analyze instances of irony.

**liberal understanding:** The use of one's own viewpoint to make conclusions about an excerpt.

**metaphor:** A descriptive word or phrase used to represent or explain something else. Students analyze the excerpt for metaphors and analyze those comparisons.

**paradox:** A statement that appears to contradict itself but ultimately proves to be true. In these activities, students read through the selection to identify instances of paradoxes.

**point of view:** A perspective taken by an author when evaluating or presenting a conclusion. Students draw conclusions about the point of view of the author of the excerpt.

**primary source:** A historic source that comes directly from the past, from someone who witnessed firsthand the period or events the source relates; an eyewitness account. Students read primary and secondary sources contained in the excerpt and use them to help answer the questions and complete the activities.

**pull quote:** A quotation "pulled" from the body of a passage and displayed as a graphic element within the text to "hook" the reader. For these activities, students are asked to identify one key quotation and explain why it should be used as a pull quote.

**"read with a pencil":** A close-reading strategy that asks students to mark key points and annotate text.

**secondary source:** A secondhand source that relates past events but was not produced by an eyewitness to those events. Students read primary and secondary sources contained in the excerpt and use them to help answer the questions and complete the activities.

**simile:** A figure of speech that compares two different things using the words "like" or "as." Students analyze the excerpt for similes and analyze those comparisons.

**syntax:** The manner in which an author uses and arranges words to form sentences. In these activities, students read through a selection looking for the topic sentence as well as key words that demonstrate the main theme.

**vocabulary:** Students determine the definitions of terms based on their context in the reading and then pair the terms and definitions using either matching or word banks.

**word picture:** A graphic or vivid description in words. In these activities, students analyze the author's choice of words and how they create a "picture" or "portrait" of an event or era.

**"wrecking the text":** A close-reading strategy in which the student rewrites a passage in his or her own words.

# COMMON CORE READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

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## Grades 6–8

### Key Ideas and Details

**CCSS.ELA-LITERACY.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.

**CCSS.ELA-LITERACY.RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**CCSS.ELA-LITERACY.RH.6-8.3** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

### Craft and Structure

**CCSS.ELA-LITERACY.RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**CCSS.ELA-LITERACY.RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).

**CCSS.ELA-LITERACY.RH.6-8.6** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### Integration of Knowledge and Ideas

**CCSS.ELA-LITERACY.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**CCSS.ELA-LITERACY.RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.

**CCSS.ELA-LITERACY.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.

## Grades 9–10

### Key Ideas and Details

**CCSS.ELA-LITERACY.RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**CCSS.ELA-LITERACY.RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**CCSS.ELA-LITERACY.RH.9-10.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### Craft and Structure

**CCSS.ELA-LITERACY.RH.9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/ social science.

**CCSS.ELA-LITERACY.RH.9-10.5** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**CCSS.ELA-LITERACY.RH.9-10.6** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### Integration of Knowledge and Ideas

**CCSS.ELA-LITERACY.RH.9-10.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**CCSS.ELA-LITERACY.RH.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author's claims.

**CCSS.ELA-LITERACY.RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.



*READINGS FROM*

**“INTRODUCTION:  
ORDINARY PEOPLE”**







# READING 1

## *Science and the Revolutionary Spirit*

### Introduction

Students read a selection from the introduction to *Freedom: A History of US*. This reading focuses on the impact of the Enlightenment on colonial thought and philosophy, leading to the Revolutionary War.

### Procedure and Notes

Have students read the selection as many times as needed to effectively answer the questions. All questions should be answered through reading the selection.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1
- Standard 3

##### *Craft and Structure*

- Standard 4
- Standard 5
- Standard 6

### Strategies Used

**evidence:** something that proves a particular belief or idea

**perspective:** viewpoint from which a conclusion is considered or presented

**“read with a pencil”:** close-reading strategy that asks students to mark key points and annotate text

**vocabulary:** activity in which the student determines the definitions of terms based on their context in the reading

**“wrecking the text”:** close-reading strategy in which the student rewrites a passage in his or her own words

## Answers

### Activity: Action Verbs, Synonyms

Action verbs are words that denote some sort of action. Highlight in yellow the action words in the selection. Then, write a synonym, or a word with the same meaning, that can be used to replace the highlighted word.

[Isaac] Newton (who was an old man when young Ben Franklin first **arrived in** London) had taken the vast universe, which **seemed** beyond human comprehension, and **demystified** it. He **found** that the earth and skies are **governed** by verifiable laws and **regulated** by nature's checks and balances. If the universe **submits** to reason and law, men and women certainly should be able to do so, **said** the eighteenth-century thinkers. Reason and law? It takes free minds to make the most of them. That got poet John Milton (who hated kings) **thinking** about free speech, and some philosophers (especially John Locke, who agreed with Milton) **thinking** about political freedom. From them and others came the Enlightenment, also known as the Age of Reason. And that's when we [America] were lucky enough to be born.

### Possible Responses

**arrived in:** came to

**seemed:** appeared

**demystified:** solved

**governed:** ruled

**regulated:** organized

**submits:** gives in

**said:** stated

**thinking:** considering; analyzing

### Questions

#### 1. "Read with a Pencil"

Read the selection. As you read, jot down questions and key points below that you believe are important to your understanding of the reading.

Answers vary depending on how students approach the reading. Possible questions may include: How did these thinkers extend principles of logic and reason to political thought? What might America have been like if it was "born" at another time? Students may identify key points as Enlightenment thinkers demystified astronomy and nature; political freedom had its roots in the "Age of Reason"; and John Locke, John Milton, and Isaac Newton were key persons in the Enlightenment.

## **2. Perspective, Point of View, Cite Evidence**

Read through the selection. Based on what you see in the reading, what is the point of view of the author? In other words, explain how the author describes the effect of the Enlightenment on the American Revolution and struggle for independence. What evidence can you show from the reading to back up your view?

It is evident from the reading that the author believes the Enlightenment had a major impact on the American Revolution and the struggle for independence. In this excerpt, the author notes the Enlightenment view that “nature’s checks and balances,” or the logic that governs the universe and nature, can also govern political thought and government as well. The reading also cites Milton and Locke, important Enlightenment thinkers, who “hated kings” and began to consider political freedom. The author’s point of “. . . that’s when we were lucky enough to be born” would point to Milton and Locke’s influence in the development of the political theory that would be used to shape the American Revolution.

## **3. “Wrecking the Text”**

Reread the selection. Then, rewrite the reading, summarizing the main points in your own words.

Answers will vary based on how students analyze the reading and consider the main points. Student answers should include an understanding that the Enlightenment greatly influenced the shaping of America and that Enlightenment thinkers held that logic and reason governed nature and that science could also be used to govern people.

# SCIENCE AND THE REVOLUTIONARY SPIRIT



[Isaac] Newton (who was an old man when young Ben Franklin first arrived in London) had taken the vast universe, which seemed beyond human comprehension, and demystified it. He found that the earth and skies are governed by verifiable laws and regulated by nature's checks and balances. If the universe submits to reason and law, men and women certainly should be able to do so, said the eighteenth-century thinkers. Reason and law? It takes free minds to make the most of them. That got poet John Milton (who hated kings) thinking about free speech, and some philosophers (especially John Locke, who agreed with Milton) thinking about political freedom. From them and others came the Enlightenment, also known as the Age of Reason. And that's when we [America] were lucky enough to be born.

*Source:* Introduction, "Ordinary People," paragraph 3.

## Activity: Action Verbs, Synonyms

Action verbs are words that denote some sort of action. Highlight in yellow the action words in the reading selection. Then, write a synonym, or a word with the same meaning, that can be used to replace the highlighted word.

## Questions

### 1. "Read with a Pencil"

Read the selection. As you read, jot down questions and key points below that you believe are important to your understanding of the reading.

### 2. Perspective, Point of View, Cite Evidence

Read through the selection. Based on what you see in the reading, what is the point of view of the author? In other words, explain how the author describes the effect of the Enlightenment on the American Revolution and struggle for independence. What evidence can you show from the reading to back up your view?

### 3. "Wrecking the Text"

Reread the selection. Then, rewrite the reading, summarizing the main points in your own words.

# READING 2

*“Still a Work in Progress”*

## Introduction

In this activity, students read the last paragraph of the introduction to *Freedom: A History of US*. Students are then asked to analyze the excerpt and determine the thoughts and views of the author regarding the impact of history on twenty-first-century America.

## Procedure and Notes

Have students read the selection as needed in order to answer the questions in the activity. All questions should be answered by reading the selection.

### CCSS Reading Standards

#### *Key Ideas and Details*

- Standard 1
- Standard 3

#### *Craft and Structure*

- Standard 4

#### *Integration of Knowledge and Ideas*

- Standard 8

## Strategies Used

**pull quote:** quotation “pulled” from the body of a passage and displayed as a graphic element within the text to “hook” the reader

**word picture:** graphic or vivid description in words

**vocabulary:** activity in which the student determines the definitions of terms based on their context in the reading

## Answers

### Activity: Vocabulary

Based on their use in context above, match the vocabulary words with their definitions.

- |                          |   |
|--------------------------|---|
| <u>  d  </u> corny       | a. being the only one of its kind                         |
| <u>  e  </u> maudlin     | b. people who profess beliefs they actually do not hold   |
| <u>  a  </u> unique      | c. extraordinarily good or great                          |
| <u>  b  </u> dissemblers | d. dull and tiresome but with pretensions of significance |
| <u>  c  </u> marvelous   | e. insincerely emotional                                  |

## Questions

### 1. Word Picture

Read the selection carefully, looking for vivid (expressive) words that the author uses to describe liberty and justice for all. Write the words below. How do these words help emphasize the main point of the selection?

In discussing liberty and justice for all, the author uses words such as “legacy” and “destination” and calls it “a special, unique, marvelous American gift to humanity.” The segment continues describing it as “a fairness doctrine” and “worthy of imitation.” Student answers regarding how the words emphasize the main point of the selection will vary. Most will refer to the upbeat tone of the words in the selection as highlighting the positive aspects of American history and government.

### 2. Pull Quotes

In order to attract the reader, editors frequently “pull” and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

Answers will vary depending on what statement students select for the pull quote. Students may select these quotes: “Liberty and Justice for all is both our legacy and our destination” or “So come aboard and consider how you can spread the word: freedom works.”

# “STILL A WORK IN PROGRESS”



So here we are in the twenty-first century, and still a work in progress. *Liberty and justice for all* is both our legacy and our destination. It's not the wishful thinking of textbook writers or governmental dissemblers. It's not corny; it's not maudlin. It is a special, unique, marvelous American gift to humanity. It's a fairness doctrine. In George Washington's words, it is "worthy of imitation." So come aboard and consider how you can help spread the word: freedom works. It is worth the energy and courage it takes to keep it growing.

Source: Introduction, "Ordinary People," last paragraph.

## Activity: Vocabulary

Based on their use in context above, match the vocabulary words with their definitions.

- |                   |   |
|-------------------|---|
| _____ corny       | a. being the only one of its kind                         |
| _____ maudlin     | b. people who profess beliefs they actually do not hold   |
| _____ unique      | c. extraordinarily good or great                          |
| _____ dissemblers | d. dull and tiresome but with pretensions of significance |
| _____ marvelous   | e. insincerely emotional                                  |

## Questions

### 1. Word Picture

Read the selection carefully, looking for vivid (expressive) words that the author uses to describe *liberty and justice for all*. Write the words below. How do these words help emphasize the main point of the selection?

### 2. Pull Quotes

In order to attract the reader, editors frequently "pull" and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?





*READINGS FROM*  
**“INDEPENDENCE”**





# READING 1

*July 4, 1776*

## Introduction

In this activity, students read an excerpt that describes the significance of July 4, 1776, the date the Continental Congress approved the Declaration of Independence. Then, students analyze the reading to determine the impact of the date on history.

### CCSS Reading Standards

#### *Key Ideas and Details*

- Standard 2
- Standard 3

#### *Craft and Structure*

- Standard 5

## Procedure and Notes

Students should read the selection as frequently as needed to answer the questions. Question 2 asks students to work in pairs, but it can be answered individually as well. Encourage students to reread the selection to refine answers. Most questions can be answered in two to three sentences.

## Strategies Used

**point of view:** viewpoint from which a conclusion is considered or presented

**evidence:** something that proves a particular belief or idea

**five-word summary:** strategy that has students identify the five most important words in an excerpt and then defend their choices in a short paragraph

## Answers

### Activity: Summarizing

Highlight the main idea of the reading.

That is what the momentous day in 1776 is about. It is about opportunity for all, and equality, and fairness. Americans will fight a revolution to make those things possible. But the most important part of the revolution will be “in the minds and hearts of the people.” The revolution will change everything—well, almost everything. It won’t solve the awful problem of slavery.

But it will unleash the idea that will end slavery, and that will bring women’s rights, and children’s rights, and all kinds of other rights. The idea is so daring that nothing like it has been heard in governments before. **This is it: ordinary people are as worthwhile and valuable and competent as anyone, even as worthwhile as kings and queens.** Imagine it! No one is better than anyone else. That idea will transform the whole world.

## Questions

### 1. Point of View, Cite Evidence

Read through the excerpt. What is the author's point of view in this selection? How does the author convey this? Give specific examples that demonstrate this.

The author's point of view is that the American Revolution changed the world, not just the new nation. She notes, "Ordinary people are as worthwhile and valuable and competent as anyone, even as worthwhile as kings and queens." She also states, "The revolution will change everything." This point of view is further exemplified through the use of emotionally loaded words ("momentous," "daring") and positive imagery that further asserts that the Revolution will change everything.

### 2. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have chosen these five words, write a short paragraph defending your choices.

Answers will vary depending on the words selected by students. Examples of words may include "momentous," "daring," "minds and hearts," "change," "revolution," and "rights."

# JULY 4, 1776



That is what the momentous day in 1776 is about. It is about opportunity for all, and equality, and fairness. Americans will fight a revolution to make those things possible. But the most important part of the revolution will be “in the minds and hearts of the people.” The revolution will change everything—well, almost everything. It won’t solve the awful problem of slavery.

But it will unleash the idea that will end slavery, and that will bring women’s rights, and children’s rights, and all kinds of other rights. The idea is so daring that nothing like it has been heard in governments before. This is it: ordinary people are as worthwhile and valuable and competent as anyone, even as worthwhile as kings and queens. Imagine it! No one is better than anyone else. That idea will transform the whole world.

*Source:* Part 1, “Independence: July 4, 1776,” paragraphs 6–7.

## Activity: Summarizing

Highlight the main idea of the reading.

## Questions

### 1. Point of View, Cite Evidence

Read through the excerpt. How does the author explain her point of view in the segment? Give specific examples that demonstrate this.

### 2. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have chosen these five words, write a short paragraph defending your choices.

# READING 2

## *The Firebrands*

### Introduction

Students read a selection dealing with the “shot heard round the world” at Lexington and Concord, the first battles of the American Revolution. The passage describes the battle itself as well as the philosophical impact of the first shots of the war.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1
- Standard 2

##### *Craft and Structure*

- Standard 6

### Procedure and Notes

Instruct students to read the selection as many times as necessary in order to complete the activity and questions. Most questions can be answered in two to three sentences. Question 2 asks students to work with partners, but the questions can also be answered individually.

### Strategies Used

**irony:** making a point by intentionally using language that expresses the opposite of one’s meaning, sometimes for humorous effect

**paradox:** statement that appears to contradict itself but ultimately proves to be true

**point of view:** perspective taken by an author when evaluating or presenting a conclusion

**vocabulary:** activity in which the student determines the definitions of terms based on their context in the reading

### Answers

#### Activity: Vocabulary

Use the word bank to write the answer for each definition.

**echo:** a close parallel or repetition of an idea, feeling, style, or event

**freedom:** the power or right to act, speak, or think as one wants without hindrance or restraint

**government:** system of rule over a nation or people

**minutemen:** men who volunteered to be ready for service in a moment’s notice during the Revolutionary War

**articulating:** expressing a feeling or idea fluently and coherently

## Questions

### 1. Paradox, Point of View

A paradox is a statement that appears to contradict itself but ultimately proves to be true. Read the author's claim that the first battle of the Revolution sounded "a shot heard round the world." How is this statement an example of a paradox? What do you think is the author's point of view in this statement?

Most students will recognize that in modern warfare, let alone eighteenth-century warfare, there would be no weapon that, when fired, could make a sound that could be heard worldwide. However, the author uses this phrase to highlight the point of view that the impact of the war was significant, that its repercussions were felt worldwide, and to imply that the American Revolution sparked similar struggles in other nations.

### 2. Irony

Irony is making a point by intentionally using language that expresses the opposite of one's meaning, sometimes for humorous effect. The author quotes Thomas Paine, stating, "Government, even in its best state, is but a necessary evil." Does this quotation fit the definition of irony? Work together with a partner to write a short paragraph explaining whether the quotation does or does not.

Most students will consider that the quote will be ironic in as much as "necessary evil" and "best state" generally would not equate and instead would be opposite. Some students may also believe that Paine used irony as humor because most would think government was created to combat evil.

# THE FIREBRANDS



A few miles from Concord, at Lexington, the American farmers were ready, and they grabbed their guns. They were called “minutemen” because they could fight on a minute’s notice. Captain John Parker was their leader, and what he said on that day is now carved in stone near the spot where he must have stood. “Stand your ground. Don’t fire unless fired upon. But if they mean to have a war let it begin here!” And it did begin right there, at Lexington in Massachusetts.

When the smoke cleared, eight American farmers lay dead. It was April 19, 1775. The American Revolution had begun. It was a shot heard round the world. This battle for a people’s freedom would echo and re-echo around the globe, introducing the world to some American themes.

“Government, even in its best state, is but a necessary evil,” wrote Tom Paine, articulating one of those themes. He also said: “My country is the world, and my religion is to do good.”

*Source:* Part 1, “Independence: The Firebrands,” paragraphs 8 and 10–11.

## Activity: Vocabulary

Use the word bank to write the answer for each definition.

\_\_\_\_\_ : a close parallel or repetition of an idea, feeling, style, or event

\_\_\_\_\_ : the power or right to act, speak, or think as one wants without hindrance or restraint

\_\_\_\_\_ : system of rule over a nation or people

\_\_\_\_\_ : men who volunteered to be ready for service in a moment’s notice during the Revolutionary War

\_\_\_\_\_ : expressing a feeling or idea fluently and coherently

### Word Bank

government

echo

articulating

freedom

minutemen



## Questions

### 1. Paradox, Point of View

A paradox is a statement that appears to contradict itself but ultimately proves to be true. Read the author’s claim that the first battle of the Revolution sounded “a shot heard round the world.” How is this statement an example of a paradox? What do you think is the author’s point of view in this statement?

### 2. Irony

Irony is making a point by intentionally using language that expresses the opposite of one’s meaning, sometimes for humorous effect. The author quotes Thomas Paine, stating, “Government, even in its best state, is but a necessary evil.” Does this quotation fit the definition of irony? Work together with a partner to write a short paragraph explaining whether the quotation does or does not.

# READING 3

## *A Continental Congress*

### Introduction

This reading introduces students to the Continental Congress, the legislative body that conducted the Revolutionary War and approved the Declaration of Independence in 1776. Students will read a selection about the creation and make-up of the Continental Congress, and colonists' attempts to resist what members considered to be British oppression.

### Procedure and Notes

Encourage students to read the selection as many times as necessary in order to complete the activity and questions. Most questions can be answered in two to three sentences.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1
- Standard 2

##### *Craft and Structure*

- Standard 5
- Standard 6

##### *Integration of Knowledge and Ideas*

- Standard 8
- Standard 9

### Strategies Used

**compare and contrast:** to analyze various aspects of a reading or situation for similarities or differences

**craft and structure:** how the author uses syntax and order to effectively convey a reading's message

**evidence:** something that proves a particular belief or idea

**point of view:** perspective taken by an author when evaluating or presenting a conclusion

**syntax:** manner in which an author uses and arranges words to form sentences

### Answers

#### Activity: Syntax, Craft, and Structure

1. Highlight in yellow the sentence that, in your view, best summarizes the reading.
2. Identify what you believe is the main theme the author develops.

The main themes of the reading deal with the deteriorating relations between the American colonies and the mother country. The reading also describes how the colonists resisted British authority with boycotts and petitions, while the King declared the colonists "rebels." The colonists felt hemmed in a corner, and felt independence to be the best option.

3. What key words in the reading demonstrate this theme? Highlight those words in a different color.

In 1774, the Massachusetts committee of correspondence secretly invited the other committees to a meeting. Leaders from twelve of the colonies (Georgia didn't come) met in Philadelphia. It was the First Continental Congress.

"There is in the Congress a collection of the **greatest men** upon this continent," Massachusetts delegate John Adams noted in his diary. John, a cousin of Sam Adams, was said to have more learning than anyone in the colonies. **The delegates declared that the colonists were entitled to the same rights as Englishmen.** They announced an embargo on all trade with Britain. And they **respectfully petitioned** King George III, urging him to consider their pleas. A year later, when the king hadn't responded, they came back to Philadelphia for a second congress. King George wasn't impressed. He said, "Blows must decide whether they are to be subject to this country or independent." And, on August 23, 1775, the king proclaimed that "a general rebellion exists in the American colonies" and that "utmost endeavors" should be made to "suppress it and bring traitors to justice." The delegates in Philadelphia were now traitors; they knew the punishment was death. What did they do? Most became even more **determined** to be **free**.

## Questions

### 1. Cite Evidence

The author quotes John Adams's writing: "There is in the Congress a collection of the greatest men upon this continent." What evidence does the author give that proves Adams's credibility to make such a statement? Based on what you see in the reading, is this evidence fact or opinion? Explain your answer.

The author notes in the sentence immediately following the statement that John Adams "was said to have more learning than anyone in the colonies." Most students will identify the sentence as opinion, likely because the selection does not include any supporting evidence to back that claim.

### 2. Compare and Contrast, Point of View

How does the author compare the actions of the Continental Congress to the actions of King George III in the years leading to the American Revolution?

The author highlights how the delegates acted courteously toward King George III, while the king expressed contempt and disregard for the colonists. For example, the delegates used nonmilitary means, such as an embargo and a petition, to try to "respectfully" sway the king to understand their point of view. The king replied by declaring that the colonists (and the Continental Congress) were "rebels" and "traitors" and that "blows must decide" the outcome of the struggle. The reading concludes by noting that the delegates "knew the punishment was death" but "most became even more determined to be free."

# A CONTINENTAL CONGRESS



In 1774, the Massachusetts committee of correspondence secretly invited the other committees to a meeting. Leaders from twelve of the colonies (Georgia didn't come) met in Philadelphia. It was the First Continental Congress.

“There is in the Congress a collection of the greatest men upon this continent,” Massachusetts delegate John Adams noted in his diary. John, a cousin of Sam Adams, was said to have more learning than anyone in the colonies. The delegates declared that the colonists were entitled to the same rights as Englishmen. They announced an embargo on all trade with Britain. And they respectfully petitioned King George III, urging him to consider their pleas. A year later, when the king hadn't responded, they came back to Philadelphia for a second congress. King George wasn't impressed. He said, “Blows must decide whether they are to be subject to this country or independent.” And, on August 23, 1775, the king proclaimed that “a general rebellion exists in the American colonies” and that “utmost endeavors” should be made to “suppress it and bring traitors to justice.” The delegates in Philadelphia were now traitors; they knew the punishment was death. What did they do? Most became even more determined to be free.

*Source:* Part 1, “Independence: A Continental Congress and a Continental Army,” paragraphs 1–2.

## Activity: Syntax, Craft, and Structure

1. Highlight in yellow the sentence that, in your view, best summarizes the reading.
2. Identify what you believe is the main theme the author develops.
3. What key words in the reading demonstrate this theme? Highlight those words in a different color.

## Questions

### 1. Cite Evidence

The author quotes John Adams’s writing: “There is in the Congress a collection of the greatest men upon this continent.” What evidence does the author give that proves Adams’s credibility to make such a statement? Based on what you see in the reading, is this evidence fact or opinion? Explain your answer.

### 2. Compare and Contrast, Point of View

How does the author compare the actions of the Continental Congress to the actions of King George III in the years leading to the American Revolution? How does the author use these comparisons to prove the idea that the colonists were entitled to the same rights as Englishmen?

# READING 4

## *A Continental Commander*

### Introduction

This reading describes the rise of George Washington as commander of the Continental Army. Students will analyze the selection and make conclusions about the impact of this appointment.

### Procedure and Notes

Students should read the selection as frequently as needed to answer the questions.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1
- Standard 2

##### *Craft and Structure*

- Standard 4
- Standard 6

### Strategies Used

**evidence:** something that proves a particular belief or idea used to prove something

**inference:** conclusion drawn using evidence and reasoning

**liberal understanding:** using one's own viewpoint to make conclusions about an excerpt

**vocabulary:** activity in which the student determines the definitions of terms based on their context in the reading

### Answers

#### Activity: Vocabulary

Based on their use in context above, match the vocabulary words with their definitions.

- |                                |   |
|--------------------------------|---|
| <u>e</u> politely              | a. processing or displaying resolve   |
| <u>c</u> Olive Branch Petition | b. a formal or explicit statement or announcement                               |
| <u>a</u> determined            | c. a final attempt to avoid war between the Thirteen Colonies and Great Britain |
| <u>b</u> declare               | d. opinion that is generally held about someone                                 |
| <u>d</u> reputation            | e. showing good manners toward someone  |

## Questions

### 1. Liberal Understanding, Cite Evidence

The author states, “Washington must have had mixed feelings as he set off to lead the army.” What evidence does the selection provide that suggests this may have been the case? Explain how the evidence backs up the author’s claim.

The author notes that some members of Congress still weren’t willing to break with England, and instead submitted the Olive Branch Petition. Washington must have believed that loyalty of the people and the government was divided, and that would make it difficult, if not impossible, to successfully wage war.

### 2. Draw Inferences, Cite Evidence

Many historians point to John Adams as the main leader of the Independence Movement. What evidence can you find in the excerpt that might support this claim?

The author states that Adams “was now determined to convince the delegates to declare themselves free of English rule.” She also notes that he took action to accomplish this goal—he “talked and talked and talked some more, and finally he did it.” Although the excerpt does not explicitly state that Adams led the Independence Movement, it does imply, especially when it notes that “finally he did it,” that Adams, with his arguments and determination, was a driving force behind it.

# A CONTINENTAL COMMANDER



Washington must have had mixed feelings as he set off to lead the army. And some members of Congress still weren't ready to break with England. Once again, they politely petitioned the king. (This one was called the Olive Branch Petition.) But the king didn't even bother to read their message. John Adams was now determined to convince the delegates to declare themselves free of English rule. He talked and talked and talked some more, and finally he did it. As for Washington, it made his reputation.

*Source:* Part 1, "Independence: A Continental Congress and a Continental Army," last paragraph.

## Activity: Vocabulary

Based on their use in context above, match the vocabulary words with their definitions.

- |                             |   |
|-----------------------------|---|
| _____ politely              | a. processing or displaying resolve   |
| _____ Olive Branch Petition | b. a formal or explicit statement or announcement                               |
| _____ determined            | c. a final attempt to avoid war between the Thirteen Colonies and Great Britain |
| _____ declare               | d. opinion that is generally held about someone                                 |
| _____ reputation            | e. showing good manners toward someone  |

## Questions

### 1. Liberal Understanding, Cite Evidence

The author states, "Washington must have had mixed feelings as he set off to lead the army." What evidence does the selection provide that suggests this may have been the case? Explain how the evidence backs up the author's claim.

### 2. Draw Inferences, Cite Evidence

Many historians point to John Adams as the main leader of the Independence Movement. What evidence can you find in the excerpt that might support this claim?



# READING 5

## *The Meaning of the Declaration*

### Introduction

Students will read and analyze an excerpt that describes the philosophical and political theory behind the Declaration of Independence. Students will use “text chunking” to make a difficult text’s information easier to read, understand, and retain.

### Procedure and Notes

Allow sufficient time for students to read the selection multiple times in order to complete the activity and answer the questions. Most questions can be answered in two to three sentences. Note that the selection includes a substantial amount of government theory and philosophy. The “chunk the text” technique will help students navigate this government theory and philosophy; this strategy asks students to look for common themes in the text and to divide the excerpt according to those themes.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1
- Standard 2

##### *Craft and Structure*

- Standard 4
- Standard 6

##### *Integration of Knowledge and Ideas*

- Standard 8

### Strategies Used

**“chunk the text”:** close-reading strategy that asks students to divide the reading into smaller, manageable pieces, each with something in common, such as the main idea, opposing views, or supporting evidence

**compare and contrast:** to analyze various aspects of a reading or situation for similarities or differences

**inference:** conclusion drawn using evidence and reasoning

**irony:** describes a situation that seems to be intentionally contrary to what is expected

**pull quote:** quotation “pulled” from the body of a passage and displayed as a graphic element within the text to “hook” the reader

## Answers

### Activity: “Chunking the Text”

Frequently, it is easier to understand the meaning and substance of a selection by “chunking the text,” or in other words, dividing the text into sections, each with something in common, such as the main idea, opposing views, or supporting evidence. Divide the selection (not including the excerpt from the Declaration of Independence) into four logical parts. In a few sentences, explain why you chose to divide the text as you did.

Answers and highlighting will vary, depending on what students see as themes that run through the selection. Suggested divisions may include breaking the first section after the ellipsis (“...the consent of the governed”), the second after “included men *and* women,” and the third after the words “owned slaves himself.” In the first section, a “new theory of government” is explained. In the second section, the possibility of equal rights for women is asserted. In the third, civil rights for African Americans are mentioned, and in the final section, interpretations of the Declaration of Independence are discussed.

## Questions

### 1. Compare and Contrast, Irony, Draw Inferences

How does the author compare and contrast interpretations of the phrase “all men are created equal”? How does the author use the rest of the selection to make the conclusions in the last sentences of the reading?

The author compares Jefferson’s statement that “all men are created equal” with later contentions over whether Jefferson meant to include women or black men as being equal. The author also notes the irony of the discrepancy between Jefferson’s beliefs and actions—that Jefferson believed that slavery was wrong but that he owned slaves despite that belief. The author uses the earlier parts of the reading to note how the Declaration has been interpreted to affect different groups, such as women and African Americans, in their quests for freedom, and to conclude that people worldwide today understand that the Declaration means all people are equal, no matter their background, race, or ethnic heritage.

### 2. Pull Quotes

In order to attract the reader, editors frequently “pull” and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

Answers will vary, depending on information selected. Possible sentences that may be selected include: “Today, when people all over the world read its words, they understand them to mean *all* people—men, women, children—of all colors and beliefs”; “Jefferson himself was a complicated man—he said slavery was wrong, yet he owned slaves himself”; or “But this is the important part: The Declaration of Independence has grown with time.”

# THE MEANING OF THE DECLARATION



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; that among these are life, liberty and the pursuit of happiness; that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.

That declaration was built on an idea so daring that nothing like it had been heard in governments before. Governments are not made to make kings happy. They are for the benefit of the people who are being governed. Governments should have “the consent of the governed.” . . . We are all equal in the eyes of God, and we are all entitled to equal rights. When Jefferson wrote, “all men are created equal,” he didn’t mention women. Did he mean to include women? No one knows; perhaps not. We do know that in the eighteenth century the words “men” and “mankind” included men and women. Did he mean to include black men when he said “all men”? Historians to this day argue about that. Jefferson himself was a complicated man—he said slavery was wrong, yet he owned slaves himself. But this is the important part: The Declaration of Independence has grown with time. Today, when people all over the world read its words, they understand them to mean all people—men, women, children—of all colors and beliefs.

*Source:* Part 1, “Independence: We Hold These Truths,” paragraph 3.

## Activity: “Chunking the Text”

Frequently, it is easier to understand the meaning and substance of a selection by “chunking the text,” or in other words, dividing the text into sections, each with something in common, such as the main idea, opposing views, or supporting evidence. Divide the selection (not including the excerpt from the Declaration of Independence) into four logical parts. In a few sentences, explain why you chose to divide the text as you did.

## Questions

### 1. Compare and Contrast, Irony, Draw Inferences

How does the author compare and contrast the interpretations of the phrase “all men are created equal”? How does the author use the rest of the selection to make the conclusions in the last sentences of the reading?

### 2. Pull Quotes

In order to attract the reader, editors frequently “pull” and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

*READINGS FROM*  
**“REVOLUTION”**





# READING 1

## *The People's War*

### Introduction

In this reading, students find out that more people were involved in the American Revolution than just colonial males. Women and children also participated in the war effort and, in some instances, actually fought as soldiers against the British.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1

##### *Craft and Structure*

- Standard 4
- Standard 6

### Procedure and Notes

Have students read the selection as many times as needed to answer the questions in the activity. All questions should be answered by reading the selection.

### Strategies Used

**evidence:** something that proves a particular belief or idea

**word picture:** graphic or vivid description in words

**“wrecking the text”:** close-reading strategy in which the student rewrites a passage in his or her own words

### Answers

#### Questions

##### 1. Cite Evidence

The selection opens with, “It was a people’s war.” What evidence is included in the excerpt that backs up that claim?

The author notes that participation in the American Revolution was not limited to just colonial men; both women and children also became involved in the war effort. Women would take on roles that were typically male in nature (running farms and businesses), sew clothes and uniforms, or help make cannonballs and gunpowder. Children made cartridges, bags, and rations. In addition, the author also mentions that women took direct roles in the military, either by assisting their soldier husbands or by becoming warriors themselves.

## 2. Word Picture

What words and phrases does the author use to describe the activities of women during the Revolutionary War? How do these words help paint a word picture of the role of women during the war?

Students should note that the descriptions demonstrate that women, although they didn't necessarily fight, were still highly involved in the war effort. The author uses descriptions such as "ran farms and businesses," "sewed clothes," "helped make gunpowder and cannonballs" to paint a word picture of women as equal partners and as necessary participants in the Revolution. In addition, one British soldier wrote home saying, "Even in their dresses the women bid us defiance." Other women, however, such as Molly Corbin, Molly Pitcher, and Deborah Sampson are depicted as warriors, which will lead students to recognize these women as actual soldiers in uniform alongside men, taking up arms against the British.

## 3. "Wrecking the Text"

Reread the selection. Write a short paragraph in which you summarize the main points of the reading.

Answers will vary depending on what main points are selected. Main points students could mention in their paragraphs include that the Revolution wasn't only a "man's game," that women and children participated as well. Also, the author emphasizes that the role that women and children took in the war played a major role in winning the conflict. Students should also note that women took on what were typically male roles, including running farms and businesses, and in some instances, actually fighting in battles.



# THE PEOPLE'S WAR



It was a people's war. It wasn't only men who would do battle. Women did things they hadn't done before. They ran farms and businesses, sewed clothes for soldiers, and helped make gunpowder and cannonballs. Children were part of it, too, making cartridges and soldiers' bags and army rations. Some women put guns to their shoulders. A British officer told his general that if all the men in America were killed, "We should have enough to do to conquer the women." One redcoat wrote home to England, "Even in their dresses the females seem to bid us defiance . . . on their shoes [they wear] something that resembles their flag of thirteen stripes." Margaret Corbin was twenty-three when her husband went to war; she went with him. When he was killed, "Molly" Corbin took his cannon and kept firing. Another Molly, Molly Hays, also helped fill her husband's place at cannon, and dodged shells as she carried a water pitcher to thirsty soldiers. She became known as Molly Pitcher. Deborah Sampson disguised herself as a man, served in the army for three years, and was wounded twice, taking care of her own wounds to avoid being found out.

*Source:* Part 2, "Revolution," paragraph 2.

## Questions

### 1. Cite Evidence

The selection opens with, "It was a people's war." What evidence is included in the excerpt that backs up that claim?

### 2. Word Picture

What words and phrases does the author use to describe the activities of women during the Revolutionary War? How do these words help paint a word picture of the role of women during the war?

### 3. "Wrecking the Text"

Reread the selection. Write a short paragraph in which you summarize the main points of the reading.

# READING 2

## *Burgoyne's Defeat at Saratoga*

### Introduction

In this reading, students analyze an account of the pivotal battle of Saratoga. The battle is considered by most as the turning point in the American Revolution, as it convinced the French to ally with the colonists.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1
- Standard 2

##### *Craft and Structure*

- Standard 4

### Procedure and Notes

Encourage students to reread the selection as many times as needed to effectively answer the questions. Most questions will require two to three sentences to answer.

### Strategies Used

**evidence:** something that proves a particular belief or idea

**“read with a pencil”:** close-reading strategy that asks students to mark key points and annotate text

**simile:** figure of speech that compares two different things using the words “like” or “as”

### Answers

#### Activity: “Read with a Pencil”

As you read the selection, use a highlighter or pencil to mark key points. In the margins or using sticky notes, write notes about the main points of the reading.

Students likely will select various points dealing with the strategy that Burgoyne and Howe had planned to implement to succeed in the attack, tactics that the colonists used in order to defeat the British, how Burgoyne had to change his strategy in order to adapt to the changing battle campaign, and the role of General Gates and Colonel Kosciuszko in the campaign against the British.

## Questions

### 1. Simile

A simile is a comparison of things using the words “like” or “as.” What simile is found in the excerpt? Using only the information in the excerpt, describe in your own words what the author is describing through use of this simile.

The simile in the selection is “Burgoyne planned to trap the American army like an insect squashed between three fingers.” The simile describes the plan of attack the British planned to use against American forces. Burgoyne planned for three separate forces to converge together; however, two of the three armies never made it.

### 2. Cite Evidence

In guerrilla warfare, a small group of soldiers or armed civilians attacks larger, more traditional military forces using nontraditional military tactics, such as ambushes, raids, and sabotage. What examples of guerrilla warfare tactics does the author give in the selection?

In the reading, the author notes that the Patriots abandoned Fort Ticonderoga but found “another way to fight,” by cutting down trees and throwing them over the roads and using “Indian-style” sniper tactics.

# BURGOYNE'S DEFEAT AT SARATOGA



[General John] Burgoyne planned to trap the American army like an insect squashed between three fingers. But General Howe decided to head for Philadelphia instead of Albany. And the western army never made it east. Nevertheless, Burgoyne went ahead with his plan alone. He sailed down Lake Champlain and recaptured Fort Ticonderoga, which had been taken for the Patriots two years before. Then Gentleman Johnny went on to Fort Edward. When the Patriots saw him coming, they abandoned the fort—but found another way to fight, cutting down trees and throwing them all over the roads. That slowed the British and the wagons and heavy cannon they dragged with them. The Americans sniped, Indian-style, from the woods. Those small guerrilla attacks kept the redcoats on edge, and scared. Finally, the British army reached Saratoga. Now Burgoyne faced a big decision. Saratoga edges the Hudson just north of Albany. General Horatio Gates was in command of the American forces. Gates placed his men on a high bluff overlooking the road to Albany where it is squeezed between hills and river. Colonel Tadeusz Kosciuszko, a Polish military engineer serving with the Americans, had picked the site and fortified it with cannons.

*Source:* Part 2, “Revolution: Saratoga,” paragraph 2.

## **Activity: “Read with a Pencil”**

As you read the selection, use a highlighter or pencil to mark key points. In the margins or using sticky notes, write notes about the main points of the reading.

## Questions

### 1. Simile

A simile is a comparison of things using the words “like” or “as.” What simile is found in the excerpt? Using only the information in the excerpt, describe in your own words what the author is describing through use of this simile.

### 2. Cite Evidence

In guerrilla warfare, a small group of soldiers or armed civilians attacks larger, more traditional military forces using nontraditional military tactics, such as ambushes, raids, and sabotage. What examples of guerrilla warfare tactics does the author give in the selection?

# READING 3

## *The States Have Ideas*

### Introduction

Students read an excerpt dealing with the creation of state constitutions in the aftermath of the Revolutionary War. They analyze a reading describing the make-up of state governments as well as protection of civil liberties.

### Procedure and Notes

Allow students sufficient time to read the selection multiple times as needed. Students should be able to answer questions in two to three sentences. All questions should be answered by reading the selection.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1
- Standard 2

##### *Craft and Structure*

- Standard 4
- Standard 5

### Strategies Used

**metaphor:** descriptive word or phrase used to represent or explain something else

**vocabulary:** activity in which the student determines the definitions of terms based on their context in the reading

**“wrecking the text”:** close-reading strategy in which the student rewrites a passage in his or her own words

### Answers

#### Activity: Vocabulary

Based on their use in context above, match the vocabulary words with their definitions.

- |                           |   |
|---------------------------|---|
| <u>  c  </u> balance      | a. the basic principles and laws of a nation or state |
| <u>  a  </u> constitution | b. individual features                                |
| <u>  e  </u> power        | c. a condition in which different elements are equal  |
| <u>  b  </u> branch       | d. personal liberty                                   |
| <u>  d  </u> freedom      | e. political or national strength                     |

## Questions

### 1. Identify Metaphors

What metaphor does the author use to describe the structure of government under the new state constitutions? Is this an effective way to describe the make-up of these governments? Why or why not?

The author uses the metaphor of a “tree with three main branches” to describe the government’s structure. In this metaphor, the assembly is the legislative branch, the governor is executive branch, and the courts are the judicial branch. Answers will vary as to whether or not this is an effective metaphor, but most students will probably note that this is a descriptive and recognizable image.

### 2. “Wrecking the Text”

In your own words, summarize the main points of the reading.

Answers will vary depending on what students see as the main points of the reading. Main points students could include are the idea of separation of powers (“a tree with three main branches”), the idea of checks and balances, civil rights (voting rights and dealing with slavery), and civil liberties (freedom of speech and press).

# THE STATES HAVE IDEAS



Think of a tree with three main branches: the assembly is the legislative branch, the governor is the executive branch, the courts are the judicial branch. The state constitution writers tried to balance power so no branch would have more weight than the others. They worried about many details. When Americans wrote their state constitutions they argued about freedom of speech and the press; freedom of religion (they called it “freedom of conscience”); the right of the majority to change the government; voting rights (most states abolished property ownership as a voting requirement); free education; and slavery. It was a warm-up for the future nation’s constitution writers.

Source: Part 2, “Revolution: The States Have Ideas,” paragraph 3.

## Activity: Vocabulary

Based on their use in context above, match the vocabulary words with their definitions.

- |                    |   |
|--------------------|---|
| _____ balance      | a. the basic principles and laws of a nation or state |
| _____ constitution | b. individual features                                |
| _____ power        | c. a condition in which different elements are equal  |
| _____ branch       | d. personal liberty                                   |
| _____ freedom      | e. political or national strength                     |

## Questions

### 1. Identify Metaphors

What metaphor does the author use to describe the make-up of government under the new state constitutions? Is this an effective way to describe the structure of these governments? Why or why not?

### 2. “Wrecking the Text”

In your own words, summarize the main points of the reading.



# READING 4

## *John Marshall*

### Introduction

This reading introduces students to the development of the Supreme Court as an equal branch of government. Analysis includes the role of John Marshall as chief justice and the impact of the case of *Marbury v. Madison*.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1
- Standard 3

##### *Craft and Structure*

- Standard 6

### Procedure and Notes

Allow sufficient time for students to read the selection multiple times as needed to complete the questions. Questions can be answered in two to four sentences.

### Strategies Used

**evidence:** something that proves a particular belief or idea

**pull quote:** quotation “pulled” from the body of a passage and displayed as a graphic element within the text to “hook” the reader

**word picture:** graphic or vivid description in words

### Answers

#### Questions

##### 1. Word Picture

What adjectives does the author use to describe Chief Justice John Marshall?  
How do these words paint a “word picture” of him?

Adjectives include “friendly,” “cheerful,” “sense of humor,” and “a good brain.”  
The adjectives paint a word picture of Marshall as likely well-respected and fair, with a good legal mind.

## 2. Cite Evidence

The author states that Marshall “believed a strong government would protect the rights of all the people.” What evidence in the document proves this view? Explain how this backs up the author’s claim.

The author states, “He tried to make the federal government stronger than the state governments, and the Supreme Court strongest of all.” Students should also note that the author discusses the implications of *Marbury v. Madison*. Answers will vary as to how this case supports the author’s claim, but most will probably point to the idea that the case led to the process of judicial review, which helped transform the Supreme Court into an equal partner in government and protect the people from unconstitutional actions by the legislative and executive branches. A strong federal government (and a strong Supreme Court) would be able to protect rights and liberties by being able to declare unfair laws unconstitutional.

## 3. Pull Quotes

In order to attract the reader, editors frequently “pull” and box an important quote from a story. After rereading the part of the selection dealing with the case of *Marbury v. Madison*, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

Answers will vary as to what quote the student will select. However, most will probably focus on judicial review and protection of individual rights.

# JOHN MARSHALL



In 1801, in one of the last acts of his presidency, John Adams named John Marshall as chief justice of the Supreme Court. Marshall, from Richmond, Virginia, was friendly and cheerful, with a sense of humor and he had a good brain and used it. It was a brilliant choice. Marshall, a Federalist, believed a strong government would help protect the rights of all the people. He tried to make the federal government stronger than the state governments, and the Supreme Court strongest of all. In 1803, in a very important Supreme Court case called *Marbury v. Madison*, Marshall said the Court could throw out any law passed by Congress if the Court thought that law was unconstitutional. *Marbury v. Madison* began a process called judicial review. It gave the Supreme Court the power to decide if a law passed by Congress meets the requirements of the Constitution. Judicial review made the Court a real check and balance to the two other government branches. Most people (but not all) think it helps guarantee our freedoms. John Marshall wanted to protect our rights even from Congress and the president.

Source: Part 2, "Revolution: Making a Court Supreme," paragraph 7.

## Questions

### 1. Word Picture

What adjectives does the author use to describe Chief Justice John Marshall?  
How do these words paint a "word picture" of him?

## 2. Cite Evidence

The author states that Marshall “believed a strong government would protect the rights of all the people.” What evidence in the document proves this view? Explain how this backs up the author’s claim.

## 3. Pull Quotes

In order to attract the reader, editors frequently “pull” and box an important quote from a story. After rereading the part of the selection dealing with the case of *Marbury v. Madison*, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

# READING 5

## *Exploring New Lands*

### Introduction

In this activity, students learn about the Lewis and Clark expedition and what the Corps of Discovery encountered. Students analyze what the explorers experienced, as well as what they found, in the students' own words.

### Procedure and Notes

Allow students sufficient time to read the selection as many times as needed to complete the assignment. Questions can be answered in two to four sentences. Question 2 asks for students to work in pairs, but the question can be completed individually as well.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1
- Standard 2

##### *Craft and Structure*

- Standard 6

##### *Integration of Knowledge and Ideas*

- Standard 9

### Strategies Used

**compare and contrast:** to analyze various aspects of a reading or situation for similarities or differences

**evidence:** something that proves a particular belief or idea

**five-word summary:** strategy that has students identify the five most important words in an excerpt and then defend their choices in a short paragraph

### Answers

#### Activity: Summarizing

Highlight in yellow the main idea of the reading:

Lewis and Clark and their team—a kind of dream team—went up the Missouri River on a fifty-five-foot flatboat and two narrow canoes. The boat held bales of gifts for the Native Americans—beads, ribbons, mirrors, cooking pots, tools. They moved slowly, mapping, exploring, and hunting as they went. It was dangerous country, with high mountains, difficult deserts, fierce animals, suspicious Indians. Lewis and Clark had prepared for danger, but they weren't prepared for the beauty and diversity of the country—for the awesome, towering Rocky Mountains; for the rattlesnakes, bears, mountain lions, and endless herds of buffalo; for the colors of the wildflowers; or for the brilliance of sunsets on snowy peaks. Here are words from Lewis's log (the spelling and grammar are his)

describing the Great Falls of the Missouri River: “I saw the spray arise above the plain like a column of smoke. . . . The irregular and somewhat projecting rocks below receives the water in its passage down and brakes it into a perfect white foam which assumes a thousand forms.”

## Questions

### 1. Compare and Contrast, Cite Evidence

The author quotes Meriwether Lewis’s log, which says, “I saw the spray arise above the plain like a column of smoke. . . . The irregular and somewhat projecting rocks below receives the water in its passage down and brakes it into a perfect white foam which assumes a thousand forms.” Compare this quote with what the author notes about the expedition. How do the two accounts differ? How are they similar?

The author’s writing discusses in more detail the various goods (gifts) the explorers brought for the Native Americans. Lewis’s account doesn’t mention this. In addition, the author mentions some of the dangers that Lewis and Clark encountered, such as wild animals, difficult deserts, and “suspicious Indians.” The author’s account mirrors Lewis’s, however, regarding the diversity and beauty of the area explored. Lewis’s account describes at length how the water flows and breaks at Great Falls, while the author similarly notes “the colors of the wildflowers” and the “brilliance of sunsets on snowy peaks.”

### 2. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

Answers will vary depending on the words selected by students. Students may select words such as “dream team,” “exploring,” “danger,” “diversity,” “beauty,” or “awesome,” among other words.

# EXPLORING NEW LANDS



Lewis and Clark and their team—a kind of dream team—went up the Missouri River on a fifty-five-foot flatboat and two narrow canoes. The boat held bales of gifts for the Native Americans—beads, ribbons, mirrors, cooking pots, tools. They moved slowly, mapping, exploring, and hunting as they went. It was dangerous country, with high mountains, difficult deserts, fierce animals, suspicious Indians. Lewis and Clark had prepared for danger, but they weren't prepared for the beauty and diversity of the country—for the awesome, towering Rocky Mountains; for the rattlesnakes, bears, mountain lions, and endless herds of buffalo; for the colors of the wildflowers; or for the brilliance of sunsets on snowy peaks. Here are words from Lewis's log (the spelling and grammar are his) describing the Great Falls of the Missouri River: "I saw the spray arise above the plain like a column of smoke. . . . The irregular and somewhat projecting rocks below receives the water in its passage down and brakes it into a perfect white foam which assumes a thousand forms."

*Source:* Part 2, "Revolution: An Empire for Liberty," paragraph 4.

## Activity: Summarizing

Highlight in yellow the main idea of the reading.

## Question

### 1. Compare and Contrast, Cite Evidence

The author quotes Meriwether Lewis's log, which says, "I saw the spray arise above the plain like a column of smoke. . . . The irregular and somewhat projecting rocks below receives the water in its passage down and brakes it into a perfect white foam which assumes a thousand forms." Compare this quote with what the author notes about the expedition. How do the two accounts differ? How are they similar?

### 2. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.





*READINGS FROM*

**“LIBERTY  
FOR ALL?”**





# READING 1

## *Daniel Boone and Kentucky*

### Introduction

Students read a selection dealing with Daniel Boone and the settlement of Kentucky. They analyze this reading that describes the lure of the west for settlers.

### Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between two and four sentences each. Encourage students to reread the selection to improve comprehension and refine answers.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1
- Standard 2

##### *Craft and Structure*

- Standard 4

### Strategies Used

**evidence:** something that proves a particular belief or idea

**vocabulary:** activity in which the student determines the definitions of terms based on their context in the reading

**“wrecking the text”:** close-reading strategy in which the student rewrites a passage in his or her own words

### Answers

#### Activity: Vocabulary

Fill in each blank with the correct choice from the word bank.

**independent-minded:** not influenced by the thoughts or actions of others

**devotion:** earnest attachment to a cause

**society:** body of individuals living as a community

**grasslands:** area in which natural vegetation consists of perennial grasses

**fierce:** furiously eager or intense

## Questions

### 1. Cite Evidence

In the reading, the author describes a land the Indians called *kentake*. According to the reading, what resources did this land contain that would have attracted Daniel Boone and others?

*Kentake* (Kentucky) was a region of grasslands across the mountains from North Carolina. It was “filled with high grasses, birds, buffalo, deer, and beaver.”

### 2. “Wrecking the Text”

In your own words, summarize the main points of the reading.

Answers will vary depending on what students see as the main points of the reading. Main points students may identify include the desire of the Boones to own land and equating land with freedom, settling Kentucky, looking for a passage in order to get to fertile lands in the west, and creating the “Wilderness Road.”

# DANIEL BOONE AND KENTUCKY



George Boone was a weaver and an independent-minded Quaker who moved his whole family to the New World in 1717 because he wanted them to be free and own land, too. Land meant everything in a society that lived by farming. Boone's grandson Daniel was just as fierce in his devotion to land and freedom. Sitting at a campfire in 1755, he heard tales of a region across the mountains from North Carolina that the Indians called kentake—which means “meadowland.” It was said to be land filled with high grasses, birds, buffalo, deer, and beaver. Boone wanted some of that land. So he went searching for a way to get over the mountains, and finally found an Indian trail that led through a gap into the rich grasslands of Kentucky.

The trail went for 300 miles. Boone came back east and told others of it. By 1790, almost 200,000 people had gone west along what they named the “Wilderness Road.”

*Source:* Part 3, “Liberty for All? The Pull of the West,” paragraphs 2–3.

## Activity: Vocabulary

Fill in each blank with the correct choice from the word bank.

- \_\_\_\_\_ : not influenced by the thoughts or actions of others
- \_\_\_\_\_ : earnest attachment to a cause
- \_\_\_\_\_ : body of individuals living as a community
- \_\_\_\_\_ : area in which natural vegetation consists of perennial grasses
- \_\_\_\_\_ : expressing an idea or feeling fluently and coherently
- \_\_\_\_\_ : furiously eager or intense

### Word Bank

independent-minded

grasslands

devotion

freedom

society

fierce

## Questions

### 1. Cite Evidence

In the reading, the author describes a land the Indians called *kentake*. According to the reading, what resources did this land contain that would have attracted Daniel Boone and others?

### 2. “Wrecking the Text”

In your own words, summarize the main points of the reading.

# READING 2

## *A People's Government*

### Introduction

Students will review a passage describing the rise of Andrew Jackson to the presidency and the rise of Jacksonian Democracy.

### Procedure and Notes

Give students sufficient time to read the excerpt as many times as needed in order to answer the questions.

### Strategies Used

**compare and contrast:** to analyze various aspects of a reading or situation for similarities or differences

**evidence:** something that proves a particular belief or idea

**point of view:** perspective taken by an author when evaluating or presenting a conclusion

**syntax:** manner in which an author uses and arranges words to form sentences

### Answers

#### Activity: Syntax, Craft, and Structure

1. Highlight in yellow the sentence that, in your view, best summarizes the reading.
2. Identify what you believe is the main theme the author develops.

The major theme of this reading is that although the old Federalist order despised Andrew Jackson, his election ushered in the age of Jacksonian Democracy, in which the common people gained political power and respect.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 3

##### *Craft and Structure*

- Standard 6

##### *Integration of Knowledge and Ideas*

- Standard 8

3. What key words in the reading demonstrate this theme? Highlight those words in a different color.

John Quincy Adams couldn't abide [Andrew Jackson]. "He is a barbarian and a savage who can scarcely spell his own name," said Adams. That old Federalist, Chief Justice John Marshall, had to swear Jackson in as president; he would as soon have sworn in the devil. But Jackson took that word *democracy*, which scared some people, and glorified it. He called his presidency a *revolution*, and he was right. He made *people's government*—democracy—respectable. When Jackson was elected, it seemed to those in Washington as if everyone in the West came to town to take part in the inauguration. The people—*ordinary people*—had elected one of their own. And they all wanted to get into the White House—at the same time. They poured in through the mansion's doors in buckskins and muddy boots. They climbed on the satin chairs and broke the glasses and spilled orange punch. Ladies fainted, men got bloody noses, people pushed and shoved, and some had to scramble out the windows to leave.

## Questions

### 1. Compare and Contrast, Cite Evidence, Point of View

How does the author compare and contrast Adams and Marshall's view of Jackson with the view the "ordinary people" had of him? In your answer, use specific terms from the reading as evidence.

The author notes that Adams "couldn't abide" Jackson, adding that Adams believed Jackson to be "a barbarian and savage." Similarly, the author illustrates Marshall's distaste for Jackson, noting that Marshall, who would swear in Jackson as president, would have "as soon sworn in the devil." However, the author explains that "ordinary people" felt that they had "elected one of their own" and all wanted to enter the White House at the same time.

### 2. Point of View, Draw Inferences

Historians frequently point to the election of Jackson as the beginning of modern democracy. Read through the selection again. Based on what you see in the reading, does the author support or reject that view? Explain your answer.

Answers will vary, but most students will likely note that the author supports the idea that Jackson's election marked the beginning of "modern democracy." The author notes in the excerpt the kinship that the common American had with Jackson and relates the story of the fiasco (the swarm of "ordinary people" at the White House) of Jackson's inauguration as evidence of this link to a "modern democracy."



# A PEOPLE'S GOVERNMENT



John Quincy Adams couldn't abide [Andrew Jackson]. "He is a barbarian and a savage who can scarcely spell his own name," said Adams. That old Federalist, Chief Justice John Marshall, had to swear Jackson in as president; he would as soon have sworn in the devil. But Jackson took that word democracy, which scared some people, and glorified it. He called his presidency a revolution, and he was right. He made people's government—democracy—respectable. When Jackson was elected, it seemed to those in Washington as if everyone in the West came to town to take part in the inauguration. The people—ordinary people—had elected one of their own. And they all wanted to get into the White House—at the same time. They poured in through the mansion's doors in buckskins and muddy boots. They climbed on the satin chairs and broke the glasses and spilled orange punch. Ladies fainted, men got bloody noses, people pushed and shoved, and some had to scramble out the windows to leave.

*Source:* Part 3, "Liberty for All? A People's Government," paragraph 4.

## Activity: Syntax, Craft, and Structure

1. Highlight in yellow the sentence that, in your view, best summarizes the reading.
2. Identify what you believe is the main theme the author develops.
3. What key words in the reading demonstrate this theme? Highlight those words in a different color.

## Questions

### 1. Compare and Contrast, Cite Evidence, Point of View

How does the author compare and contrast Adams and Marshall's view of Jackson with the view the "ordinary people" had of him? In your answer, use specific terms from the reading as evidence.

### 2. Point of View, Draw Inferences

Historians frequently point to the election of Jackson as the beginning of modern democracy. Read through the selection again. Based on what you see in the reading, does the author support or reject that view? Explain your answer.

# READING 3

## *Manifest Destiny*

### Introduction

In this reading, students analyze a reading describing “manifest destiny,” the idea that the United States had a right to expand westward to the Pacific Ocean. In the way of that goal stood lands owned by Mexico and Great Britain.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1
- Standard 2

##### *Craft and Structure*

- Standard 6

### Procedure and Notes

Allow sufficient time for students to read the selection as many times as needed. Questions can be answered in one to three sentences.

### Strategies Used

**evidence:** something that proves a particular belief or idea

**liberal understanding:** using one’s own viewpoint to help make conclusions about an reading

**vocabulary:** activity in which the student determines the definitions of terms based on their context in the reading

**“wrecking the text”:** close-reading strategy in which the student rewrites a passage in his or her own words

### Answers

#### Activity: Vocabulary

Based on their use in context above, match the vocabulary words with their definitions.

- |                               |  |
|-------------------------------|--|
| <u>  c  </u> Manifest Destiny | a. enough; adequate                              |
| <u>  e  </u> inviting         | b. persuade someone                              |
| <u>  d  </u> democracy        | c. right of the United States to expand westward |
| <u>  a  </u> suffice          | d. government where citizens participate equally |
| <u>  b  </u> convince         | e. attractive; enjoyable                         |

## Questions

### 1. Liberal Understanding, Cite Evidence

The author notes, “Polk thought the country had a God-given right to lands in the West. Polk wanted Oregon and Mexican-owned California, and so did most Americans.” What evidence does the author include to back up this claim?

The author notes that “the land was inviting” and that the idea of Manifest Destiny “helped convince people that the United States should take” this land. The author goes on to explain that Manifest Destiny was the concept that “Americans had the right and duty to spread democracy across the continent.” Students may also cite the quotation from politician Ignatius Donnelly (“Nothing less than a continent can suffice as the basis and foundation for that nation in whose destiny is involved in the destiny of mankind.”) as evidence of the widespread desire for the land and belief in America’s right to it.

### 2. “Wrecking the Text”

Reread the selection. Write a short paragraph in which you summarize the main points of the reading.

Answers will vary, depending on main points selected. Students should note the philosophies of those who supported manifest destiny, reasons why settlers would want to move westward, and the political reasons behind the movement.

# MANIFEST DESTINY



In 1844 James K. Polk of Tennessee was elected president. Like his hero, Andrew Jackson, Polk thought the country had a God-given right to lands in the West. Polk wanted Oregon and Mexican-owned California, and so did most Americans. The land was inviting, and there was something that helped convince people that the United States should take it. It was an idea called manifest destiny. Those high-falutin words were first used in 1845 by a reporter named Jane Cazneau, writing for editor John L. O’Sullivan (many people ascribe her words to him—but they’re wrong). Manifest Destiny meant that Americans had the right and duty to spread democracy across the continent. Soon that phrase was on everyone’s tongue. “Nothing less than a continent,” wrote Ignatius Donnelly, a politician of the time, “can suffice as the basis and foundation for that nation in whose destiny is involved the destiny of mankind.”

*Source:* Part 3, “Liberty for All? Manifest Destiny,” paragraph 1.

## Activity: Vocabulary

Based on their use in context above, match the vocabulary words with their definitions.

- |                        |  |
|------------------------|--|
| _____ Manifest Destiny | a. enough; adequate                              |
| _____ inviting         | b. persuade someone                              |
| _____ democracy        | c. right of the United States to expand westward |
| _____ suffice          | d. government where citizens participate equally |
| _____ convince         | e. attractive; enjoyable                         |

## Questions

### 1. Liberal Understanding, Cite Evidence

The author notes, “Polk thought the country had a God-given right to lands in the West. Polk wanted Oregon and Mexican-owned California, and so did most Americans.” What evidence does the author include to back up this claim?

### 2. “Wrecking the Text”

Reread the selection. Write a short paragraph in which you summarize the main points of the reading.



*READINGS FROM*

**“WAKE UP,  
AMERICA”**







# READING 1

## *Rise of American Industry*

### Introduction

In this reading, students are introduced to the origins of the Industrial Revolution as well as to suspicions and problems caused by America's change from an agricultural society to an industrial one. They also learn how the system exploited many poor and immigrants.

### Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between two and four sentences each. Encourage students to reread the selection to improve comprehension and refine answers.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1

##### *Craft and Structure*

- Standard 4

##### *Integration of Knowledge and Ideas*

- Standard 8

### Strategies Used

**evidence:** something that proves a particular belief or idea

**vocabulary:** activity in which the student determines the definitions of terms based on their context in the reading

**word picture:** graphic or vivid description in words

**“wrecking the text”:** close-reading strategy in which the student rewrites a passage in his or her own words

### Answers

#### Activity: Vocabulary

Fill in each blank with the correct choice from the word bank.

**squalor:** a state of being extremely dirty and unpleasant

**pestilent:** harmful or dangerous to morals or public order

**burgeoning:** growing or increasing at a quick rate

**liberation:** freedom of limits on thoughts or behavior

**ethnic:** a population subgroup with a common heritage or national tradition

## Question

### 1. Word Picture, Cite Evidence

In the excerpt, what word picture does the author create of cities and city life?  
What evidence is given that backs up this conclusion?

The author uses negative words, such as “terrible,” “squalor,” “misery,” and “alarmed,” to lead the reader to infer that cities are horrible places that take advantage of the worker. This portrait of city life may be backed up by Jefferson’s quotation, in which he describes cities “as pestilent to the morals, the health, and the liberation of man.” However, the author also describes an alternative, more positive perspective of cities. She notes that they “hold excitement and jobs” and points out that many immigrants find themselves in “burgeoning cities” that “enliven” the nation.

### 2. “Wrecking the Text”

Reread the selection. Write a short paragraph in which you summarize the main points of the reading.

Answers will vary, depending on main points selected. Sample student responses might include the idea that some people gain a great deal of wealth from industrial growth, but they do so on the backs of their workers. Some, such as Thomas Jefferson, fear the rise of the cities will also bring about corruption and squalor. However, some new city dwellers revel in the excitement and opportunities, and new “ethnic enclaves” spring up in the cities.

# RISE OF AMERICAN INDUSTRY



Industry brings wealth to many, but it is an uneven affair, and for the workers it frequently means only long working hours and terrible factory conditions. Thomas Jefferson, who has seen the squalor and misery in England’s new industrial cities, is alarmed, and wants no part of it. “I view cities as pestilent to the morals, the health, and the liberation of man,” he scolds. But most Americans aren’t listening. The country is now doubling its population every two decades. It is still overwhelmingly rural, but cities hold excitement and jobs. Many of the immigrants find themselves in the burgeoning cities; there they create both the ethnic enclaves and the ethnic mixes that enliven the new nation.

Source: Part 4, “Wake Up, America,” paragraph 8.

## Activity: Vocabulary

Fill in each blank with the correct choice from the word bank.

\_\_\_\_\_ : a state of being extremely dirty and unpleasant

\_\_\_\_\_ : harmful or dangerous to morals or public order

\_\_\_\_\_ : growing or increasing at a quick rate

\_\_\_\_\_ : freedom of limits on thoughts or behavior

\_\_\_\_\_ : a population subgroup with a common heritage or national tradition

### Word Bank

squalor	ethnic
pestilent	burgeoning
liberation	

## Questions

### 1. Word Picture, Cite Evidence

In the excerpt, what word picture does the author make about cities and city life?  
What evidence is given that backs up this conclusion?

### 2. “Wrecking the Text”

Reread the selection. Write a short paragraph in which you summarize the main points of the reading.

# READING 2

## *Embracing Technology*

### **Introduction**

The author describes how Americans embraced technology during the first half of the nineteenth century as well as how that technology led to further innovations during the period.

#### **CCSS Reading Standards**

##### *Key Ideas and Details*

- Standard 2

##### *Craft and Structure*

- Standard 6

### **Procedure and Notes**

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between two and four sentences each. Encourage students to reread the selection to improve comprehension and refine answers.

### **Strategies Used**

**craft and structure:** how the author uses syntax and order to effectively convey a reading’s message

**inference:** conclusion drawn using evidence and reasoning

**metaphor:** descriptive word or phrase used to represent or explain something else

**point of view:** perspective taken by an author when evaluating or presenting a conclusion

**syntax:** manner in which an author uses and arranges words to form sentences

### **Answers**

#### **Activity: Syntax, Craft, and Structure**

1. Highlight in yellow the sentence that, in your view, best summarizes the reading.
2. Identify what you believe is the main theme the author develops.

The major theme of the reading deals with the “fascination” with industrial advances during the first part of the nineteenth century and how inventions helped fuel energy that spurred further exploration and development.

3. What key words in the reading demonstrate this theme? Highlight those words in a different color.

It is a head-over-heels affair. Technology has captured us. We Americans, in the nineteenth century, become fascinated with machines and scientific advances. We fall in love with speed—with locomotives and steamboats and clipper ships. We fall in love with inventions—with John Deere’s steel plow, Cyrus McCormick’s reaper, Elias Howe’s sewing machine, and Samuel Morse’s electric telegraph. And we put our energy behind our ideas.

## Questions

### 1. Metaphor, Point of View

A metaphor is a descriptive word or phrase used to represent or explain something else. What metaphor does the author use to describe the relationship between Americans and technology? Is this metaphor effective? Why or why not?

Students will point to the “head-over-heels” reference as a comparison of romantic love felt for another person with an infatuation with machinery. Many students will answer that this is an effective metaphor as it makes the reader think that there is an emotional connection between people and technology, something that they may feel personally in relation to cell phones, computers, streaming video, and so on.

### 2. Draw Inferences

The author concludes the excerpt with the phrase, “And we put our energy behind our ideas.” What is the author implying with this statement? What evidence does the author provide that supports your conclusion?

Answers will vary. Many of the references the author makes regarding the “head-over-heels affair” deal with power of some sort, such as speed or inventions that do human work (plow, reaper, sewing machine). Many students may equate the word “energy” with this sort of power, and infer that the “head-over-heels” infatuation with power not only includes machinery, but brain power and innovation as well.

# EMBRACING TECHNOLOGY



It is a head-over-heels affair. Technology has captured us. We Americans, in the nineteenth century, become fascinated with machines and scientific advances. We fall in love with speed—with locomotives and steamboats and clipper ships. We fall in love with inventions—with John Deere’s steel plow, Cyrus McCormick’s reaper, Elias Howe’s sewing machine, and Samuel Morse’s electric telegraph. And we put our energy behind our ideas.

*Source:* Part 4, “Wake Up, America: Full Steam Ahead,” last paragraph.

## Activity: Syntax, Craft, and Structure

1. Highlight in yellow the sentence that, in your view, best summarizes the reading.
2. Identify what you believe is the main theme the author develops.
3. What key words in the reading demonstrate this theme? Highlight those words in a different color.

## Questions

### 1. Metaphor, Point of View

A metaphor is a descriptive word or phrase used to represent or explain something else. What metaphor does the author use to describe the relationship between Americans and technology? Is this metaphor effective? Why or why not?

### 2. Draw Inferences

The author concludes the excerpt with the phrase, “And we put our energy behind our ideas.” What is the author implying with this statement? What evidence does the author provide that supports your conclusion?

# READING 3

## *A Momentous Partnership*

### Introduction

In this activity, students review an excerpt that describes the early days of the women’s rights movement and includes the introduction of Susan B. Anthony to Elizabeth Cady Stanton. Students answer questions about a speech Anthony made to a teachers’ conference in 1853.

### Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between two and four sentences each. Encourage students to reread the selection to improve comprehension and refine answers.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 2

##### *Craft and Structure*

- Standard 4

##### *Integration of Knowledge and Ideas*

- Standard 8

### Strategies Used

**compare and contrast:** to analyze various aspects of a reading or situation for similarities or differences

**evidence:** something that proves a particular belief or idea

**inference:** conclusion drawn using evidence and reasoning

**simile:** figure of speech that compares two different things using the words “like” or “as”

**word picture:** graphic or vivid description in words

### Answers

#### Questions

#### 1. Compare and Contrast, Simile

A simile is a comparison of things using the words “like” or “as.” What simile does the author use in the excerpt as a comparison to Stanton and Anthony? Is this an effective comparison in your view? Using information from the excerpt, explain why or why not.

The author compares the teaming of Stanton and Anthony with the teaming of Lewis and Clark. Some students may feel that the comparison is somewhat stretched since Lewis and



Clark worked together in the Corps of Discovery, while the teaming of Stanton and Anthony was much different. They may note that the comparison is somewhat skewed because the subject area was different in regard to each pair. However, although Stanton and Anthony were not engaged in a cross-continental expedition similar to that of Lewis and Clark, both pairs were treading on ground that was otherwise mostly unknown. Students should note that the work Stanton and Anthony were engaged in, while not as physically dangerous as that of Lewis and Clark, had its own kind of danger in that if Stanton and Anthony failed to make advances in the area of women’s rights, it could have set back the cause, or ended it completely in failure.

## **2. Cite Evidence**

In a speech she delivered to a teacher’s conference in 1853, Susan B. Anthony argued that men and women have equal intellectual ability. What evidence does she use to prove this point? How effective is this?

Anthony argues that if society claims a woman only has the intellect to be a teacher, then “every man of you who chooses to teach admits he has no more brains than a woman.” Students should note that the evidence is highly effective as it points out that Anthony is able to rationalize that if women and men both have the brains to be teachers, they are also both intellectually capable of being physicians, attorneys, etc. The speech provides a concrete example of a situation in which men and women are regarded as equally competent in accomplishing a task, which suggests that such equal ability also translates to other endeavors.

## **3. Word Picture, Draw Inferences**

How does the excerpt create a word picture of women’s rights in the mid-nineteenth century? Give examples from the excerpt that support your point.

The passage makes clear that although women might qualify education-wise to be teachers, they still weren’t considered intellectually equal to male teachers. However, the author uses descriptive language to describe that Anthony and Stanton formed a team that would leave a “big mark” on American history. The author also mentions that Anthony was “given permission” to speak at the 1853 teachers’ conference, which is the first time a woman has addressed this type of conference. Together, this evidence should help students draw the conclusion that although women were not yet considered equal, women’s rights made “momentous” strides in the 1850s.

# A MOMENTOUS PARTNERSHIP



One day in 1851 Amelia Bloomer introduces Elizabeth Cady Stanton to a teacher named Susan B. Anthony. It is a momentous meeting. Stanton and Anthony form a team—like Lewis and Clark—that will leave a big mark on American history. In 1853 Anthony gets permission to speak at a teacher’s conference in Rochester, New York. No woman has done that before. This is part of what she says:

Do you not see that so long as society says a woman has not brains enough to be a doctor, lawyer or minister, but has plenty to be a teacher, every man of you who chooses to teach admits that he has no more brains than a woman?

*Source:* Part 4, “Wake Up, America: All Men . . . and Women,” paragraph 4.

## Questions

### 1. Compare and Contrast, Simile

A simile is a comparison of things using the words “like” or “as.” What simile does the author use in the excerpt as a comparison to Stanton and Anthony? Is this an effective comparison in your view? Using information from the excerpt, explain why or why not.

### 2. Cite Evidence

The author uses a speech by Anthony to prove the point that women and men have equal intellectual ability. What evidence does the author use to prove this point? How effective is this?

### 3. Word Picture

How does the excerpt create a word picture of women’s rights in the mid-nineteenth century? Give examples from the excerpt that proves your point.

*READINGS FROM*

**“A FATAL  
CONTRADICTION”**





# READING 1

## *A Peculiar Institution*

### Introduction

In this lesson, students read a small excerpt that recounts the varied contributions African American slaves made to American society, while also pointing out that, at the same time, slaves are not granted the same rights and freedom as whites. Students analyze this dichotomy—that slaves are simultaneously victims and participants—that results from slave life in America.

### Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between two and four sentences each. Encourage students to reread the selection to improve comprehension and refine answers.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 2

##### *Craft and Structure*

- Standard 4
- Standard 6

##### *Integration of Knowledge and Ideas*

- Standard 8
- Standard 9

### Strategies Used

**compare and contrast:** to analyze various aspects of a reading or situation for similarities or differences

**evidence:** something that proves a particular belief or idea

**frame of reference:** information and values that help show how judgments or conclusions are made

**point of view:** perspective taken by an author when evaluating or presenting a conclusion

**primary source:** historic source that comes directly from the past, from someone who witnessed firsthand the period or events the source relates

**secondary source:** secondhand source that relates past events but was not produced by an eyewitness to those events

**vocabulary:** activity in which the student determines the definitions of terms based on their context in the reading

**word picture:** a verbal or written picture or description

## Answers

### Activity: Vocabulary

Fill in each blank with the correct choice from the word bank.

**dichotomy:** a division or contrast between two things that are or are represented as being opposed or entirely different

**interact:** act in such a way as to have an effect on another; act reciprocally

**victims:** persons harmed, injured, or killed as a result of a crime, accident, or other event or action

**freedom:** the state of not being imprisoned or enslaved

**absurdity:** the quality or state of being ridiculous or wildly unreasonable

### Questions

#### 1. Cite Evidence, Point of View, Word Picture

The author notes that “American slavery includes a dichotomy.” What evidence is used in the excerpt that proves this point?

The author uses long lists that show African Americans’ varied contributions to society. She states that the blacks were “farmers, trailblazers, mountain men, cowhands, pioneers”; that they “pan[ned] for gold, d[u]g canals, and help[ed] build railroads”; and that they “soldier[ed] at Concord, Bunker Hill, and Yorktown.” All of these examples humanize the slaves, presenting them as citizens who contributed to American society as equally as any white person. “And yet,” she notes, “for most, justice is denied.” Despite the fact that African Americans were active, participating members of society, many were still treated as less than human, forced into being the victims of slavery.

#### 2. Compare and Contrast, Frame of Reference, Primary and Secondary Sources

Reread the selection, take notes, and compare and contrast the points the author makes as a secondary source with the points made in the primary source featured later in the excerpt. Write a paragraph describing ways these accounts are similar. In what ways are these accounts different?

Both accounts tend to point to a desire for freedom. However, the primary source (a black man writing in a Maryland newspaper soon after the Revolution) employs more forceful and more emotional language to rail against slavery and prejudice and to demand freedom and justice. For example, the primary source states, “Reason is shocked at the absurdity!” and asks that people “behold our chains!” It also notes that justice is “our right” and expects that the leaders of a country built on liberty will guarantee this for them. In contrast, the secondary source presents a less emotional representation of the dichotomy of American slavery, laying out the facts of their demonstrated equality.

# A PECULIAR INSTITUTION



So, from the beginning, American slavery includes a dichotomy. Blacks are not just victims; they are participants in American life. They are farmers, trailblazers, mountain men, cowhands, pioneers. They pan for gold, dig canals, and help build railroads. They soldier at Concord, Bunker Hill, and Yorktown. Most interact with whites daily, and, like all Americans, they long for liberty; for their country and for themselves. African Americans want, and are willing to fight for, the same rights as other Americans. In an article published in a Maryland newspaper not long after the Revolution, a black man writes:

Though our bodies differ in color from yours; yet our souls are similar in a desire for freedom. [Difference] in color can never constitute a [difference] in rights. Reason is shocked at the absurdity! Humanity revolts at the idea! . . . Why then are we held in slavery? . . . Ye fathers of your country; friends of liberty and of mankind, behold our chains! . . . To you we look up for justice—deny it not—it is our right.

And yet, for most, justice is denied. A few are free, but most are slaves.

*Source:* Part 5, “A Fatal Contradiction,” paragraph 8–9.

## Activity: Vocabulary

Fill in each blank with the correct choice from the word bank.

\_\_\_\_\_ : a division or contrast between two things that are or are represented as being opposed or entirely different

\_\_\_\_\_ : act in such a way as to have an effect on another; act reciprocally

\_\_\_\_\_ : persons harmed, injured, or killed as a result of a crime, accident, or other event or action

\_\_\_\_\_ : the state of not being imprisoned or enslaved

\_\_\_\_\_ : the quality or state of being ridiculous or wildly unreasonable

### Word Bank

victims	interact
absurdity	freedom
dichotomy	

## Questions

### 1. Cite Evidence, Point of View, Word Picture

The author notes that “American slavery includes a dichotomy.” What evidence is used in the excerpt that proves this point?

### 2. Compare and Contrast, Frame of Reference, Primary and Secondary Sources

Reread the selection, take notes, and compare and contrast the points the author makes as a secondary source with the points made in the primary source featured later in the excerpt. In what ways are these accounts similar? In what ways are these accounts different?



# READING 2

## *Who Actually Owned Slaves?*

### **Introduction/Purpose**

Students are introduced to the information that relatively few Southern whites owned slaves, let alone a large number of slaves. Students analyze statistical evidence regarding the status of slavery and free blacks throughout the South in the period prior to the Civil War.

### **Procedure and Notes**

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between two and four sentences each. Encourage students to reread the selection to improve comprehension and refine answers, especially because there is some statistical information included in the excerpt.

#### **CCSS Reading Standards**

##### *Key Ideas and Details*

- Standard 1
- Standard 2

##### *Craft and Structure*

- Standard 5

##### *Integration of Knowledge and Ideas*

- Standard 7

### **Strategies Used**

**craft and structure:** how the author uses syntax and order to effectively convey the message of the excerpt

**evidence:** something that proves a particular belief or idea

**frame of reference:** information and values that help show how judgments or conclusions are made

**inference:** conclusion drawn using evidence and reasoning

**pull quote:** quotation “pulled” from the body of a passage and displayed as a graphic element within the text to “hook” the reader

**syntax:** manner in which an author uses and arranges words to form sentences

## Answers

### Activity: Syntax, Craft, and Structure

1. Highlight in yellow the sentence that, in your view, best summarizes the reading.
2. Identify what you believe is the main theme the author develops.

Students should note that the major theme of the reading is that not many southern whites owned slaves, yet the large plantation owners controlled the legislative branch of state government, and therefore could dictate policies and philosophies that ensured whites' superiority and rationalization of slavery.

3. What key words in the reading demonstrate this theme? Highlight those words in a different color.

Only about one-fourth of the 1.55 million white families in the South owned slaves. Of the slave owners, just one in seven had more than ten slaves. Some Southerners were mountain folk who hardly knew any black people. The big plantation owners—who had hundreds of slaves—were few in number. But they **dominated** the South and **controlled** the legislatures. **Most were sure that whites were superior—and they convinced others.** It was that same **racism** that made the settlers treat Indians so cruelly. And it made those blacks who were free much less than full citizens. The whole idea of races was one that was just being considered in intellectual circles, and there was much disagreement. (1831 was the year Charles Darwin first boarded the *Beagle* on his historic voyage.) Believing that blacks were **inferior**—a kind of **subhuman**—Senator Albert Gallatin Brown of Mississippi said **slavery** was “a blessing for the slave, and a blessing to the master.” If the word liberty was to be bandied about incessantly, as it then was, then racial inferiority was a necessity. It gave **white supremacy** reason. For some, it explained slavery in the land of the free.

### Questions

#### 1. Cite Evidence, Frame of Reference

What statistics does the author provide in regard to the number of Southern whites who owned slaves or the number of slaves they owned?

The excerpt notes that relatively few southerners (only approximately 25%) were slave owners. Of that number, a miniscule percentage owned more than ten slaves. However, the author also notes that the owners of large plantations held a great deal of power over the South and in the legislatures.

#### 2. Inference

According to the author, what was the whites' rationale for enslaving blacks?

The excerpt also notes that the rationale for allowing slavery was that many (including some learned people) considered blacks to be inferior and subhuman. As a result, many saw slavery as “beneficial” for both blacks and whites.

### 3. Pull Quotes

In order to attract the reader, editors frequently “pull” and box an important quote from a story. After rereading the selection, identify a significant statement, different from the one you highlighted above, from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

Answers will vary depending on information selected. Students may select quotes such as “Only about one-fourth of the 1.55 million white families in the South owned slaves”; “The whole idea of races was one that was just being considered in intellectual circles, and there was much disagreement”; “Believing that blacks were inferior—a kind of subhuman—Senator Albert Gallatin Brown of Mississippi said slavery was ‘a blessing for the slave, and a blessing to the master’”; “If the word liberty was to be bandied about incessantly, as it then was, then racial inferiority was a necessity”; or “Most [plantation owners] were sure that whites were superior—and they convinced others.”

# WHO ACTUALLY OWNED SLAVES?



Only about one-fourth of the 1.55 million white families in the South owned slaves. Of the slave owners, just one in seven had more than ten slaves. Some Southerners were mountain folk who hardly knew any black people. The big plantation owners—who had hundreds of slaves—were few in number. But they dominated the South and controlled the legislatures. Most were sure that whites were superior—and they convinced others. It was that same racism that made the settlers treat Indians so cruelly. And it made those blacks who were free much less than full citizens. The whole idea of races was one that was just being considered in intellectual circles, and there was much disagreement. (1831 was the year Charles Darwin first boarded the *Beagle* on his historic voyage.) Believing that blacks were inferior—a kind of subhuman—Senator Albert Gallatin Brown of Mississippi said slavery was “a blessing for the slave, and a blessing to the master.” If the word liberty was to be bandied about incessantly, as it then was, then racial inferiority was a necessity. It gave white supremacy reason. For some, it explained slavery in the land of the free.

*Source:* Part 5, “A Fatal Contradiction: Freedom Fighters,” paragraph 5.

## Activity: Syntax, Craft, and Structure

1. Highlight in yellow the sentence that, in your view, best summarizes the reading.
2. Identify what you believe is the main theme the author develops.
3. What key words in the reading demonstrate this theme? Highlight those words in a different color.

## Questions

### 1. Cite Evidence, Frame of Reference

What statistics does the author provide in regard to the number of Southern whites who owned slaves or the number of slaves they owned?

## 2. Draw Inferences

According to the author, what was the whites' rationale for enslaving blacks?

## 3. Pull Quotes

In order to attract the reader, editors frequently “pull” and box an important quote from a story. After rereading the selection, identify a significant statement, different from the one you highlighted above, from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

# READING 3

## *Frederick Douglass*

### Introduction

In this activity, students are introduced to Frederick Douglass, a runaway slave who became a leader in the abolitionist movement. They learn about Douglass's commitment to the antislavery movement and to human rights.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1

##### *Craft and Structure*

- Standard 5
- Standard 6

### Procedure and Notes

Allow students sufficient time to read the selection multiple times as needed. Students should be able to answer questions in two to three sentences. All questions should be answered by reading the selection.

### Strategies Used

**anecdote:** brief story about an interesting event or occurrence

**evidence:** something that proves a particular belief or idea

**metaphor:** descriptive word or phrase used to represent or explain something else

**point of view:** perspective taken by an author when evaluating or presenting a conclusion

### Answers

#### Questions

##### 1. Draw Inferences, Cite Evidence

What “simple truth” did Douglass repeat? What did he mean by this statement? Cite evidence to support your answer.

“Douglass kept repeating this simple truth: Justice to the Negro is safety to the nation.” The inference here is that Douglas saw that the struggle for equal rights extended far beyond the antislavery movement. Evidence that supports this includes his struggle for voting rights for women as well as African Americans, fighting against mistreatment of Chinese immigrants and Native Americans, and improving schools for all races. Douglass inferred that the struggle to free blacks could go far beyond just that aspect of civil rights and could include many other groups facing oppression as well.

## 2. Point of View

Reread the selection. What point of view does the author take when describing Frederick Douglass? Cite specific examples from the reading that illustrate this point of view.

Answers will vary. The author exhibits her point of view that Douglass was an important figure in the fight for moral reform in the nineteenth century. She notes that Douglass was quoted as saying “Justice to the Negro is safety to the nation,” adding that Douglass said, “You may rely on me as one who will never desert the cause of the poor, no matter whether black or white.” Some students may believe that the point of view the author takes is that Douglass had a sense of coalition building. In other words, the author wants students to recognize that Douglass backed other causes (women’s suffrage, rights for other minority groups, etc.) and that this was powerful in regard to how effective Douglass was in fighting for justice and equality for African Americans. Other students may note that Frederick Douglass, who most famously has been linked to the abolition movement, actually had a far greater outreach than they had otherwise known.

## 3. Anecdotal Evidence

Anecdotal evidence refers to a brief story about an interesting event or occurrence. What anecdote does the author use to describe Douglass and his personality? What message is this description trying to convey? Evaluate the effectiveness of this anecdote in this description of Douglass.

The anecdote that the author uses refers to is a story in which Douglass fought discrimination on a railroad car. He was told to leave because he was black, but he refused to give up his seat, prompting the white men to pull his seat from the floor of the railcar. Throughout this incident, Douglass never left his seat. Answers about effectiveness will vary. Some students may say that the story is effective in highlighting Douglass’s stubbornness or determination in fighting for a cause. Other students may argue that the anecdote was not effective because, although it shows Douglass as determined, it doesn’t really demonstrate in any way how Douglass fought to protect civil rights, only his own conviction that he would not give up his own seat.

# FREDERICK DOUGLASS



Frederick Douglass kept repeating this simple truth: Justice to the Negro is safety to the nation. He also said, “You may rely on me as one who will never desert the cause of the poor, no matter whether black or white.” He never did. He fought to get the vote for blacks and for women; he spoke out against mistreatment of Chinese immigrants and American Indians; he worked for better schools for all. Always he had the courage to stand up for his beliefs—well, not always; once it took all his strength to sit for those beliefs. He was in a railroad car and was asked to leave because he was black. He wouldn’t budge. Some white men tried to make him go. Douglass held on while they pulled the seat out of the floor of the car. He kept his seat.

*Source:* Part 5, “A Fatal Contradiction: Frederick Douglass,” last paragraph.

## Questions

### 1. Metaphor, Inference, Cite Evidence

What “simple truth” did Douglass repeat? What did he mean by this statement? Cite evidence to support your answer.

### 2. Point of View

Reread the selection. What point of view does the author take when depicting Frederick Douglass? Cite specific examples from the reading that illustrate this point of view.

### 3. Anecdotal Evidence

Anecdotal evidence refers to a brief story about an interesting event or occurrence. What anecdote does the author use to describe Douglass and his personality? Evaluate the effectiveness of this anecdote in this description of Douglass.



# READING 4

## *An Infamous Decision*

### Introduction

This activity introduces students to the 1857 Dred Scott decision. They read an excerpt that discusses the controversial court decision and how this verdict made war between the north and south inevitable.

### Procedure and Notes

Allow students sufficient time to read the selection multiple times as needed. Students should be able to answer questions in two to three sentences. All questions should be answered by reading the selection.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1

##### *Craft and Structure*

- Standard 4
- Standard 6

##### *Integration of Knowledge and Ideas*

- Standard 9

### Strategies Used

**evidence:** something that proves a particular belief or idea

**point of view:** perspective taken by an author when evaluating or presenting a conclusion

**primary source:** historic source that comes directly from the past, from someone who witnessed firsthand the period or events the source relates

**secondary source:** secondhand source that relates past events but was not produced by an eyewitness to those events

**vocabulary:** activity in which the student determines the definitions of terms based on their context in the reading

### Answers

#### Activity: Vocabulary

Write the choice from the word bank that fits the definition.

**inferior:** lower in rank, status, or quality

**subjugated:** brought under domination or control

**dominant:** most important or powerful

**compromise:** an agreement or a settlement of a dispute that is reached by each side making concessions

**erroneous:** wrong, incorrect

## Questions

### 1. Point of View, Cite Evidence

Reread the selection. What conclusion does the author come to about the impact of the Dred Scott decision? Does the evidence in the excerpt support this conclusion? Write a short paragraph explaining your view.

The final sentences of the excerpt note that the Dred Scott decision doesn't settle the slavery question, but it settles the question of war, stating, "It makes war almost certain." Student viewpoint paragraph answers will vary, but most students will point to the information that many of the compromises, such as the Missouri Compromise, that held the nation together were made invalid by the Dred Scott decision as evidence that supports the conclusion. They may also note that the resistance of many, such as Abraham Lincoln, to the decision shows that the two points of view (those who supported the expansion of slavery and those who opposed it) were unwilling to compromise or negotiate, and therefore it would take armed conflict to solve and remedy the issues arising out of the decision. Some students will question that, based solely on the information in the reading; it may not be evident that war was inevitable, although it may be inferred.

### 2. Primary Source

A primary source is a historic source that comes directly from the past, from someone who witnessed the period or events in question. Describe two uses of primary source material in the excerpt.

The author quotes Chief Justice Roger Taney, who wrote the Dred Scott decision, to inform the reader of the impact and importance of the decision. The author also quotes Abraham Lincoln, who opposed the decision, called it "erroneous," and said that slavery was an "unqualified evil to the Negro, the white man, and the state."

# AN INFAMOUS DECISION



“An inferior class of beings . . . subjugated by the dominant race . . . none of the rights and privileges which the Constitution provides.” It couldn’t have been stated more clearly: slaves are property, and the Fifth Amendment protects property. Taney says that the Missouri Compromise, which prohibits slavery in the territories north of latitude 36°30’, is unconstitutional. Because of that, Wisconsin wasn’t free territory when Dred Scott lived there. Furthermore, says the court, blacks have no right to citizenship. Even free blacks have “no rights which the white man was bound to respect; and that the Negro might justly and lawfully be reduced to slavery for his benefit.” In Springfield, Illinois, Abraham Lincoln says, “We think the decision is erroneous.” He also says slavery is “an unqualified evil to the Negro, the white man, and the State.”

President Buchanan thought this decision would settle the slavery question! What it settles is the question of war. It makes war almost certain.

*Source:* Part 5, “A Fatal Contradiction: An Infamous Decision,” paragraphs 4–5.

## Activity: Vocabulary

Write the choice from the word bank that fits the definition.

\_\_\_\_\_ : lower in rank, status, or quality

\_\_\_\_\_ : brought under domination or control

\_\_\_\_\_ : most important or powerful

\_\_\_\_\_ : an agreement or a settlement of a dispute that is reached by each side making concessions

\_\_\_\_\_ : wrong, incorrect

### Word Bank

compromise

inferior

erroneous

subjugated

dominated

## Questions

### 1. Point of View, Cite Evidence

Reread the selection. What conclusion does the author come to about the impact of the Dred Scott decision? Does the evidence in the excerpt support this conclusion? Write a short paragraph explaining your view.

### 2. Primary Source

A primary source is a historic source that comes directly from the past, from someone who witnessed the period or events in question. Describe two uses of primary source material in the excerpt.

# READING 5

## *Moving to Civil War*

### Introduction

In this reading, students are introduced to the events immediately preceding the beginning of the Civil War as well as to the firing on Fort Sumter. They read about Lincoln’s dilemma over whether to immediately free the slaves as the Southern states seceded from the Union.

### Procedure and Notes

Allow students sufficient time to read the selection multiple times as needed. Students should be able to answer questions in two to three sentences. All questions should be answered by reading the selection.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1
- Standard 2

##### *Craft and Structure*

- Standard 5

##### *Integration of Knowledge and Ideas*

- Standard 8

### Strategies Used

**craft and structure:** how the author uses syntax and order to effectively convey a reading’s message

**paradox:** statement that appears to contradict itself but ultimately proves to be true

**syntax:** manner in which an author uses and arranges words to form sentences

**“wrecking the text”:** close-reading strategy in which the student rewrites a passage in his or her own words

### Answers

#### Activity: Syntax, Craft, and Structure

1. Highlight in yellow the sentence that, in your view, best summarizes the reading.
2. Identify what you believe is the main theme the author develops.

This reading’s theme is that Lincoln had to balance the many conflicting issues and considerations that he (and the nation) faced as the Civil War loomed. Lincoln may have wished to free the slaves, but he knew that to save the Union, he had to keep the border states and with them, their slaves. The reading also notes the conflicting viewpoints of Americans on the war—when war came (with the firing on Fort Sumter), many ordinary Americans (such as Upson’s father) were not as happy about the possibility of Southern independence as others might have been.

3. What key words in the reading demonstrate this theme? Highlight those words in a different color.

Abolitionists scream for him to free the slaves—at once. But to win a war, Lincoln says, he needs to hold on to the slave states that border the South. If he frees the slaves in the border states, loses the war, and destroys the Union, he won't help the slaves or anyone else. He offers hope that "the weights [will] be lifted from the shoulders of all men, and that all [will] have an equal chance." But he will not start a war. "The government will not use force unless force is used against it," he says. In April 1861, young Theodore Upson is working in a cornfield when he hears the news: "Father and I were husking out ... corn ... when William Corry came across the field. He was excited and said, 'Jonathan, the Rebels have fired upon Fort Sumter.' Father got white, and couldn't say a word."

## Questions

### 1. Paradox

Paradox is a statement that appears to contradict itself but ultimately proves to be true. What paradox can be found in the reading?

In the reading, many clamor for Lincoln to free the slaves, at once. However, Lincoln realizes that in order to win a war (not yet started) he needs to hold on to the border states. He understands that if he frees the slaves in the border states, then loses the war and destroys the Union, he won't be helping the slaves or anyone else. Therefore, for Lincoln to help all the slaves gain and maintain their freedom, he must keep them enslaved in the short term.

### 2. "Wrecking the Text"

In your own words, summarize the main points of the reading.

Student answers may include the idea that Lincoln is somewhat reluctant to free the slaves, since he needs the support of the border states to win the war. They will also likely note that Lincoln asserts that "the government will not use force unless force is used against it." The war begins when the Confederates (the Rebels) fire on Fort Sumter.

# MOVING TO CIVIL WAR



Abolitionists scream for him to free the slaves—at once. But to win a war, Lincoln says, he needs to hold on to the slave states that border the South. If he frees the slaves in the border states, loses the war, and destroys the Union, he won't help the slaves or anyone else. He offers hope that “the weights [will] be lifted from the shoulders of all men, and that all [will] have an equal chance.” But he will not start a war. “The government will not use force unless force is used against it,” he says. In April 1861, young Theodore Upson is working in a cornfield when he hears the news: “Father and I were husking out . . . corn . . . when William Corry came across the field. He was excited and said, ‘Jonathan, the Rebels have fired upon Fort Sumter.’ Father got white, and couldn't say a word.”

*Source:* Part 5, “A Fatal Contradiction: Splitting Apart,” second to last paragraph.

## Activity: Syntax, Craft, and Structure

1. Highlight in yellow the sentence that, in your view, best summarizes the reading.
2. Identify what you believe is the main theme the author develops.
3. What key words in the reading demonstrate this theme? Highlight those words in a different color.

## Questions

### 1. Paradox

Paradox is a statement that appears to contradict itself but ultimately proves to be true. What paradox can be found in the reading?

### 2. “Wrecking the Text”

In your own words, summarize the main points of the reading.





*READINGS FROM*

**“A WAR TO  
END SLAVERY”**





# READING 1

## *Americans vs. Americans*

### Introduction/Purpose

The Civil War was the bloodiest war in American history. Yet, it also defined the nation. In this reading, students learn that although the North and South were bitter enemies, individual soldiers sometimes interacted in friendly ways.

### Procedure and Notes

Allow students sufficient time to read the selection multiple times as needed. Students should be able to answer questions in two to three sentences. All questions should be answered by reading the selection.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 2

##### *Craft and Structure*

- Standard 5
- Standard 6

##### *Integration of Knowledge and Ideas*

- Standard 8

### Strategies Used

**evidence:** something that proves a particular belief or idea

**paradox:** statement that appears to contradict itself but ultimately proves to be true

**pull quote:** quotation “pulled” from the body of a passage and displayed as a graphic element within a text to “hook” the reader

**vocabulary:** activity in which the student determines the definitions of terms based on their context in the reading

### Answers

#### Activity: Vocabulary

Based on their use in context above, match the vocabulary words with their definitions.

c taunted

d beliefs

a nullify

e secede

b defining

a. to invalidate

b. state or describe exactly the nature, scope, or meaning of

c. provoke or challenge (someone) with insulting remarks

d. trust, faith, or confidence in someone or something

e. withdraw formally from membership in a federal union

## Questions

### 1. Paradox, Cite Evidence

A paradox is a statement that appears to contradict itself but ultimately proves to be true. What is the paradox in this reading? How does the author’s use of a paradox help prove the main point of the selection?

The paradox that soldiers were in the “business” of killing each other, yet they frequently found common traits of shared identity. Evidence is cited that although Northerners and Southerners at first taunted each other, they later talked and even sang together. They also traded things and exchanged letters. However, when “orders came,” they “would settle down to the business of killing.” The use of the paradox helps prove the last few sentences of the selection, which ask, “Who were they? Were they Virginians, or North Carolinians, or New Yorkers first, or were they Americans?” Students should identify the main point of the selection as the idea that although the war tended to divide Americans, it also sought to answer the essential question as to the definition of the nation (state identity versus national identity). The author highlights the struggle that many Americans had at this time—were they “Americans,” or were they “Virginians,” “New Yorkers,” etc. The reading emphasizes the question many had of loyalty toward state versus national loyalty.

### 2. Pull Quotes

In order to attract the reader, editors frequently “pull” and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

Answers will vary, depending on information selected. Examples students may select include, “At first they taunted each other, then they talked, occasionally they even sang together”; “They did have beliefs, and most of them knew in their hearts that they were fighting for things that were important”; or “Were they Virginians, or North Carolinians, or New Yorkers first? Or were they Americans?”

# AMERICANS VS. AMERICANS



Did they hate each other, Northerners and Southerners? Often they thought they did, but when they got to know each other it wasn't so. It wasn't unusual for Northerners to camp in trenches facing Southern soldiers while both sides waited for orders to fight and that could take weeks or months. At first they taunted each other, then they talked, occasionally they even sang together. Sometimes they traded things, or exchanged letters. Then, when the orders came, they would settle down to the business of killing, which is what war is about. But they did have beliefs, and most of them knew in their hearts that they were fighting for things that were important. They knew it had to do with slavery, and where they lived, and whether a state has a right to nullify acts of Congress and to secede. This was a defining war. Who were they? Were they Virginians, or North Carolinians, or New Yorkers first? Or were they Americans?

*Source: Part 6, "A War to End Slavery," paragraph 4.*

## Activity: Vocabulary

Based on their use in context above, match the vocabulary words with their definitions.

- |                |   |
|----------------|---|
| _____ taunted  | a. to invalidate  |
| _____ beliefs  | b. state or describe exactly the nature, scope, or meaning of |
| _____ nullify  | c. provoke or challenge (someone) with insulting remarks      |
| _____ secede   | d. trust, faith, or confidence in someone or something        |
| _____ defining | e. withdraw formally from membership in a federal union       |

## Questions

### 1. Paradox, Cite Evidence

A paradox is a statement that appears to contradict itself but ultimately proves to be true. What is the paradox in this reading? How does the author’s use of a paradox help prove the main point of the selection?

### 2. Pull Quotes

In order to attract the reader, editors frequently “pull” and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

# READING 2

## “War Is No Picnic”

### Introduction

The first major battle of the Civil War took place at Bull Run Creek, near Manassas, Virginia. This reading highlights the naivety of many who believed the war would be over quickly. Students analyze the recounting of this battle.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1
- Standard 2

##### *Craft and Structure*

- Standard 6

### Procedure and Notes

Allow students sufficient time to read the selection multiple times as needed. Students should be able to answer questions in two to three sentences. All questions should be answered by reading the selection.

### Strategies Used

**compare and contrast:** to analyze various aspects of a reading or situation for similarities or differences

**craft and structure:** how the author uses syntax and order to effectively convey a reading’s message

**evidence:** something that proves a particular belief or idea

**point of view:** perspective taken by an author when evaluating or presenting a conclusion

**simile:** figure of speech that compares two different things using the word “like” or “as”

**syntax:** manner in which an author uses and arranges words to form sentences

### Answers

#### Activity: Syntax, Craft, and Structure

1. Highlight in yellow the sentence that, in your view, best summarizes the reading.
2. Identify what you believe is the main theme the author develops.

The author notes that what began as a near-gala event with families bringing picnic baskets and enjoying a carnival-like atmosphere soon turned into a bloody battlefield littered with bodies of the wounded and dying. The main theme is that war is not performance but reality—and therefore brutal, disorderly, and raw.

3. What key words in the reading demonstrate this theme? Highlight those words in a different color.

When that July day in 1861 began, war seemed a bit like a performance. And hundreds of Washingtonians didn't want to miss the show. They came to Manassas with their picnic baskets and settled down near Bull Run stream to watch the fighting. But it didn't turn out to be a picture-book battle; it was real, and disorderly. Both sides fought for hours. It was a hot, very hot, humid summer day. By afternoon, bodies littered the ground, and the bloody earth was beginning to smell. The Northerners did seem to be winning. Then fresh Southern troops arrived—by train. (This was the first war where troops were transported by trains.) The Rebels attacked with bloodcurdling shouts; they called it the “rebel yell.” It was too much for the Yankees. They dropped their guns and ran.

## Questions

### 1. Simile, Point of View

A simile is a comparison of things using the words “like” or “as.” Identify the simile in the reading. How does it help explain the author's point of view in the selection?

The opening sentence states, “When that July day in 1861 began, war seemed a bit like a performance.” As the reading continues, the author notes that the people of Washington acted like the battle was a “show,” although it soon became evident that the war was no show or game. The opening comparison helps identify the difference between what people assumed war to be and what war was in actuality.

### 2. Compare and Contrast, Cite Evidence

Reread the selection. What does the author describe about the “rebel yell”? How does this compare with the rest of the description of the battle?

Earlier in the selection, the author describes the bloodiness of the battle (“bodies littered the ground,” the “bloody earth began to smell,” the battle was “real and disorderly.”) However in the last sentences, the author mentions “bloodcurdling shouts,” called the “rebel yell,” and notes that when Northern troops heard it, they dropped their weapons and ran. Students should note that the “rebel yell” likely didn't provide a weapons advantage, but more a psychological advantage in that the “yell” caused paralyzing fear for Union troops who heard it.



# “WAR IS NO PICNIC”



When that July day in 1861 began, war seemed a bit like a performance. And hundreds of Washingtonians didn't want to miss the show. They came to Manassas with their picnic baskets and settled down near Bull Run stream to watch the fighting. But it didn't turn out to be a picture-book battle; it was real, and disorderly. Both sides fought for hours. It was a hot, very hot, humid summer day. By afternoon, bodies littered the ground, and the bloody earth was beginning to smell. The Northerners did seem to be winning. Then fresh Southern troops arrived—by train. (This was the first war where troops were transported by trains.) The Rebels attacked with bloodcurdling shouts; they called it the “rebel yell.” It was too much for the Yankees. They dropped their guns and ran.

*Source:* Part 6, “A War to End Slavery: Getting Down to Business,” paragraph 2.

## Activity: Syntax, Craft, and Structure

1. Highlight in yellow the sentence that, in your view, best summarizes the reading.
2. Identify what you believe is the main theme the author develops.
3. What key words in the reading demonstrate this theme? Highlight those words in a different color.

## Questions

### 1. Simile, Point of View

A simile is a comparison of things using the words “like” or “as.” Identify the simile in the reading. How does it help explain the author's point of view in the selection?

### 2. Compare and Contrast, Cite Evidence

Reread the selection. What does the author describe about the “rebel yell”? How does this compare with the rest of the description of the battle?

# READING 3

## *Stonewall Jackson*

### Introduction

In this activity, students analyze a passage describing Confederate General Thomas (“Stonewall”) Jackson, who many consider Lee’s greatest lieutenant general. Students learn about Jackson’s personality and appearance, as well as his military genius.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1

##### *Craft and Structure*

- Standard 4
- Standard 6

### Procedure and Notes

Allow students time to read the selection as needed in order to complete the activity and questions. Questions can be answered in three to four sentences. All questions should be answered by reading the selection.

### Strategies Used

**evidence:** something that proves a particular belief or idea

**paradox:** statement that appears to contradict itself but ultimately proves to be true

**point of view:** perspective taken by an author when evaluating or presenting a conclusion

**vocabulary:** activity in which the student determines the definitions of terms based on their context in the reading

**word picture:** graphic or vivid description in words

### Answers

#### Activity: Vocabulary

Use the word bank to write the answer for each definition.

**brooding:** showing deep unhappiness of thought

**awkward:** lacking social graces or manners

**dummy:** short and stout, squat

**seized:** to take possession of by force or by will

**legends:** a mythical tale

## Questions

### 1. Word Picture, Cite Evidence

Reread the selection. Describe the word picture that the author makes of Jackson. Cite specific evidence that the author uses to create this depiction.

The author notes that Jackson was a man who, although lacking in personality, was able to lead and inspire his men and as a result, was a highly effective commander. Evidence cited includes noting that the author describes Jackson as “strange, brooding,” “awkward,” and “rumped,” and that he “wasn’t popular—he was strict, deeply religious, and had no sense of humor.” The reading also notes that despite these characteristics, he “kept a large Union army off balance, seized needed supplies, inflicted heavy casualties, and inspired legends.” Students may also cite the quotation from the Union commander at the end of the reading.

### 2. Paradox, Point of View

A paradox is a statement that appears to contradict itself but ultimately proves to be true. Review the reading. What paradox can be found in the selection? Write a short paragraph explaining whether the author’s use of this paradox is effective in helping explain the selection’s point of view.

The paradox is that a man who was awkward, backward, and not popular could become a distinguished and respected commander who “inspired legends.” Answers will vary regarding whether the author effectively uses the paradox. However, most students will probably note that the information is effective in more completely defining Jackson’s ability and drive and in explaining how Jackson was an enigma.

# STONEWALL JACKSON



An orphan child who grew into a strange, brooding man, [Stonewall] Jackson, like many of the officers, North and South, had gone to the U.S. military academy at West Point and fought in the Mexican War. He was a teacher at the Virginia Military Institute when this war began. He wasn't popular—he was strict, deeply religious, and had no sense of humor. The boys called him “Tom Fool” behind his back. Awkward and rumped, he liked to sit on his dumpy horse, Sorrel, sucking a lemon. But when he took command, he knew what he was doing. Nothing scared him. In Virginia's Shenandoah Valley, he marched a small army 400 miles at a brutal pace, kept a large Union army off balance, seized needed supplies, inflicted heavy casualties, and inspired legends. “Boys,” said one Union general, “he's not much for looks, but if we had him, we wouldn't be in this trap.”

*Source:* Part 6, “A War to End Slavery: Southern Generals,” paragraph 2.

## Activity: Vocabulary, Context

Use the word bank to write the answer for each definition.

\_\_\_\_\_ : showing deep unhappiness of thought

\_\_\_\_\_ : lacking social graces or manners

\_\_\_\_\_ : short and stout, squat

\_\_\_\_\_ : to take possession of by force or by will

\_\_\_\_\_ : a mythical tale

### Word Bank

seized

awkward

brooding

dumpy

legends

## Questions

### 1. Word Picture, Cite Evidence

Reread the selection. Describe the word picture that the author makes of Jackson. Cite specific evidence that the author uses to create this depiction.

### 2. Paradox, Point of View

A paradox is a seemingly absurd or self-contradictory statement or proposition that when investigated or explained may prove to be well-founded or true. Review the reading. What paradox can be found in the selection? Write a short paragraph explaining whether the author's use of this paradox is effective in helping explain the selection's point of view.

# READING 4

## *Assault on Fort Wagner*

### Introduction

In this activity, students analyze a reading about the 54th Massachusetts Regiment, an all-black unit that lost more than half of its number in the assault on Fort Wagner, outside Charleston, South Carolina. Students read a selection about the impact of the 54th as well as view an engraving of the regiment's assault on the fort. They make conclusions about the point of view of the author and compare and contrast information from the engraving and written source.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1

##### *Craft and Structure*

- Standard 6

##### *Integration of Knowledge and Ideas*

- Standard 7

### Procedure and Notes

Allow students time to read the selection as needed in order to complete the activity and questions. Questions can be answered in three to four sentences. All questions should be answered by reading the selection and by viewing the graphic file of the engraving.

### Strategies Used

**compare and contrast:** to analyze various aspects of a reading or situation for similarities or differences

**craft and structure:** how the author uses syntax and order to effectively convey the message of the excerpt

**evidence:** something that proves a particular belief or idea

**inference:** conclusion drawn using evidence and reasoning

**point of view:** perspective taken by an author when evaluating or presenting a conclusion

**syntax:** manner in which an author uses and arranges words to form sentences

**word picture:** a graphic or written picture or description

## Answers

### Activity: Syntax, Craft, and Structure

Look at the text in the excerpt.

1. Highlight in yellow the sentence that, in your view, best summarizes the reading.
2. Identify what you believe is the main theme the author develops.

Students will note that the major theme of the reading is that African American soldiers were as effective and brave as white troops in fighting during the Civil War.

3. What key words in the reading demonstrate this theme? Highlight those words in a different color.

The 54th Massachusetts, a regiment of black soldiers under the command of a patrician Bostonian, Colonel Robert Gould Shaw, headed the assault [on Fort Wagner]. . . . Shaw and 272 of his 650 men were killed. Union casualties (dead, wounded and missing) totaled 1,515. Confederate casualties were 174. . . .

After Fort Wagner, no one asked if black men could fight. "Prejudice is down," wrote a man who was there. "It is not too much to say," ran an article in the *New York Tribune*, "that if this Massachusetts 54th had faltered when its trial came, 200,000 troops for whom it was a pioneer would never have been put into the field. . . . But it did not falter. It made Fort Wagner such a name for the colored race as Bunker Hill has been for ninety years to the white Yankees."

### Questions

#### 1. Cite Evidence, Point of View

What point of view does the author put forth about the role of black soldiers in the Civil War? What evidence is given that supports this point of view?

The point of view of the selection is that the brave actions of the black soldiers of the 54th Massachusetts Regiment helped change public opinion about black people. The number of casualties suffered by Shaw's men as compared to all Union casualties in this battle demonstrate that the black soldiers bravely fought alongside other Union troops. This did not go unnoticed. An eyewitness to the battle noted that "prejudice is down" after the actions of the black soldiers, and an article from the *New York Tribune* stated that Fort Wagner made "a name for the colored race," illustrating that fewer people were seeing black soldiers as inferior.

## **2. Integrating Visuals and Text, Compare and Contrast, Word Picture, Draw Inferences**

Look at the engraving of the assault on Fort Wagner. (Noted artists Currier and Ives made the engraving.) Compare the engraving with the excerpt and the word picture the selection makes. In what ways does the engraving support the statements made in the excerpt? In what ways does it not? What inferences can be made from both sources?

There are several similarities between the engraving and the written excerpt. Both show the heroism displayed by Union troops at Fort Wagner. Both also show Colonel Shaw dying trying to take the fort. The engraving also appears to show more Union soldiers wounded and killed than Confederates. The engraving does not, however, show the impact of the sacrifice of the 54th Massachusetts in regard to public opinion toward black soldiers the way the reading does. Most students will infer from the reading and the engraving of the 54th Massachusetts and its involvement at Fort Wagner that black troops fought as well and as bravely as white troops and deserved recognition for their bravery.



# ASSAULT ON FORT WAGNER



The 54th Massachusetts, a regiment of black soldiers under the command of a patrician Bostonian, Colonel Robert Gould Shaw, headed the assault [on Fort Wagner]. . . . Shaw and 272 of his 650 men were killed. Union casualties (dead, wounded and missing) totaled 1,515. Confederate casualties were 174. . . .

After Fort Wagner, no one asked if black men could fight. “Prejudice is down,” wrote a man who was there. “It is not too much to say,” ran an article in the *New York Tribune*, “that if this Massachusetts 54th had faltered when its trial came, 200,000 troops for whom it was a pioneer would never have been put into the field. . . . But it did not falter. It made Fort Wagner such a name for the colored race as Bunker Hill has been for ninety years to the white Yankees.”



Sources: Part 6, “A War to End Slavery: Fighters Against the Odds,” paragraphs 2 and 3.

## Activity: Syntax, Craft, and Structure

1. Highlight in yellow the sentence that, in your view, best summarizes the reading.
2. Identify what you believe is the main theme the author develops.
3. What key words in the reading demonstrate this theme? Highlight those words in a different color.

## Questions

### 1. Cite Evidence, Point of View

What point of view does the author put forth about the role of black soldiers in the Civil War?  
What evidence is given that supports this point of view?

### 2. Integrating Visuals and Text, Compare and Contrast, Word Picture, Draw Inferences

Look at the engraving of the assault on Fort Wagner. (Noted artists Currier and Ives made the engraving.) Compare the engraving with the excerpt and the word picture the selection makes. In what ways does the engraving support the statements made in the excerpt? In what ways does it not? What inferences can be made from both sources?

# READING 5

## *Surrender at Appomattox*

### Introduction

This reading deals with the surrender of General Robert E. Lee’s Army of Northern Virginia to Union forces led by General Ulysses S. Grant. Students read about the surrender terms and analyze the point of view of the author.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1
- Standard 3

##### *Craft and Structure*

- Standard 6

### Procedure and Notes

Allow students time to read the selection as needed in order to complete the activity and questions. Questions can be answered in three to four sentences. All questions should be answered by reading the selection. Question 3 asks students to work with a partner, but can be completed individually as well.

### Strategies Used

**anecdote:** brief story about an interesting event or occurrence

**evidence:** something that proves a particular belief or idea

**five-word summary:** strategy that has students identify the five most important words in an excerpt and then defend their choices in a short paragraph

**irony:** describes a situation that seems to be intentionally contrary to what is expected

**point of view:** perspective taken by an author when evaluating or presenting a conclusion

### Answers

#### Questions

##### 1. Irony, Cite Evidence

Irony describes a situation that seems to be intentionally contrary to what is expected. What evidence of irony can be found in the reading?

The author notes that the surrender is “kinder than anyone expected”: the Union will not try former Confederates for treason, and the Confederate soldiers are allowed to keep their horses and sidearms (allowing General Lee to keep his sword).

## **2. Anecdote, Cite Evidence, Point of View**

An anecdote is a brief story about an interesting event or occurrence. What anecdote does the author recount regarding a member of Grant's staff? Write a short paragraph explaining how including this anecdote helps explain the author's point of view.

The author uses the story of Colonel Ely Parker, a Seneca-Iroquois Indian, who was present at Lee's surrender. According to the excerpt, Lee mentions to Parker, "I am glad to see one real American here," to which Parker replies firmly, "We are all Americans." Student answers as to how including the anecdote helps explain the author's point of view will vary, but most students will probably note that including the quotation "We are all Americans" would mean that although the war was fought by Americans, all would have to live together as Americans once hostilities ceased. In other words, although the war divided the nation into opposing sides during the war, the country came together as a unified nation once hostilities ended.

## **3. Five-Word Summary**

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

Answers will vary depending on the words selected by students. Examples of words students might select include "terrible," "fight," "real [American]," "dignity," "promise," and "kinder."

# SURRENDER AT APPOMATTOX



Grant writes out the official surrender terms. They are kinder than anyone expected. The Southern soldiers can go home, and—as long as they give their promise not to fight against the country again—they will not be prosecuted for treason. They must surrender their guns, but they can take their horses and their sidearms. Everyone knows that means Lee will not have to surrender his sword. Lee, noticing one of Grant’s aides—copper-skinned Lieutenant Colonel Ely Parker, a Seneca Iroquois—says, “I am glad to see one real American here.” Parker replies firmly, “We are all Americans.” Robert E. Lee, with all his intelligence and dignity, still doesn’t seem to understand why so many men and women have been willing to fight and die in this terrible war. We are all Americans. It is in those words.

*Source:* Part 6, “A War to End Slavery: Mr. McLean’s Parlor,” paragraph 3.

## Questions

### 1. Irony, Cite Evidence

Irony describes a situation that seems to be intentionally contrary to what is expected. What evidence of irony can be found in the reading?

### 2. Anecdote, Cite Evidence, Point of View

An anecdote is a brief story about an interesting event or occurrence. What anecdote does the author recount regarding a member of Grant’s staff? Write a short paragraph explaining how including this anecdote helps explain the author’s point of view.

### 3. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.



*READINGS FROM*

**“WHAT IS  
FREEDOM?”**







# READING 1

## *Lincoln's Reconstruction Dream*

### Introduction

Students analyze an excerpt from *Freedom* describing Lincoln's dream of a Reconstruction plan. Although Lincoln had not detailed his Reconstruction program, he did make his general thoughts known. Through the reading, students learn about what Lincoln likely would have done had he lived.

### Procedure and Notes

Students should be encouraged to reread the selection as needed in order to complete the activity and questions. Each question can be answered in approximately three to four sentences. The activity and questions should be completed solely by using the excerpt.

### Strategies Used

**evidence:** something that proves a particular belief or idea

**point of view:** perspective taken by an author when evaluating or presenting a conclusion

**pull quote:** quotation "pulled" from the body of a passage and displayed as a graphic element within the text to "hook" the reader

**vocabulary:** activity in which the student determines the definitions of terms based on their context in the reading

### Answers

#### Activity: Vocabulary

Based on their use in context above, match the vocabulary words with their definitions.

- |                         |  |
|-------------------------|--|
| <u>c</u> inaugural      | a. process by which seceded states returned to the Union |
| <u>e</u> bind           | b. humbly obedient                                       |
| <u>a</u> Reconstruction | c. a beginning, a new term                               |
| <u>b</u> submission     | d. loyalty of a citizen to his or her government         |
| <u>d</u> allegiance     | e. to bandage  |

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 3

##### *Craft and Structure*

- Standard 4

##### *Integration of Knowledge and Ideas*

- Standard 8

## Questions

### 1. Cite Evidence, Point of View

What is the author's point of view regarding what Lincoln's Reconstruction plan would contain? What evidence does the author give to back that point of view?

The author's point of view is that Lincoln's plan of Reconstruction will be lenient on the seceding states. The author notes, "Lincoln has already forgiven." The excerpt also states that although the president has not laid out a specific plan, he has asked that no one be punished and that the former Confederates return to their allegiance to the Union and submit to the laws.

### 2. Pull Quotes

In order to attract the reader, editors frequently "pull" and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

Answers will vary, depending on what students select for the pull quote. Examples of quotes students might select include: "Lincoln has already forgiven"; "Let us strive to finish the work we are in; to bind up the nation's wounds . . . to do all which may achieve and cherish a just, and lasting peace, among ourselves, and with all nations"; "The president has not laid out detailed ideas on Reconstruction, but his general thoughts are known."

# LINCOLN'S RECONSTRUCTION DREAM



Lincoln has already forgiven. He made that clear at his recent second inaugural. “With malice toward none,” he said. And “let us strive to finish the work we are in; to bind up the nation’s wounds . . . to do all which may achieve and cherish a just, and lasting peace, among ourselves, and with all nations.” The president has not laid out detailed ideas on Reconstruction, but his general thoughts are known. Southerners are still part of the family, he says. Meeting Grant and Sherman on the presidential yacht, the *River Queen*, he says, “Let them all go, officers and all, I want submission, and no more bloodshed. . . . I want no one punished; treat them liberally all around. We want those people to return to their allegiance to the Union and submit to the laws.”

*Source:* Part 7, “What Is Freedom?” paragraph 4.

## Activity: Vocabulary

Based on their use in context above, match the vocabulary words with their definitions.

- |                      |  |
|----------------------|--|
| _____ inaugural      | a. process by which seceded states returned to the Union |
| _____ bind           | b. humbly obedient                                       |
| _____ Reconstruction | c. a beginning, a new term                               |
| _____ submission     | d. loyalty of a citizen to his or her government         |
| _____ allegiance     | e. to bandage  |

## Questions

### 1. Cite Evidence, Point of View

What is the author's point of view regarding what Lincoln's Reconstruction plan would contain?

What evidence does the author give to back that point of view?

### 2. Pull Quotes

In order to attract the reader, editors frequently "pull" and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

# READING 2

## *The Fourteenth Amendment*

### Introduction/Purpose

In this reading, students are introduced to the provisions of the Fourteenth Amendment, which declares all persons born or naturalized in the United States are citizens. They also learn that some, including President Andrew Johnson, are not supportive of the new amendment.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1
- Standard 2

##### *Craft and Structure*

- Standard 6
- Standard 8

### Procedure and Notes

Students should be encouraged to reread the selection as needed to complete the activity and questions. Each question can be answered in approximately three to four sentences. The activity and questions should be completed solely by using the excerpt.

### Strategies Used

**craft and structure:** how the author uses syntax and order to effectively convey a reading's message

**evidence:** something that proves a particular belief or idea

**irony:** describes a situation that seems to be intentionally contrary to what is expected

**syntax:** manner in which an author uses and arranges words to form sentences

**“wrecking the text”:** close-reading strategy in which the student rewrites a passage in his or her own words

### Answers

#### Activity: Syntax, Craft, and Structure

1. Highlight in yellow the sentence that, in your view, best summarizes the reading.
2. Identify what you believe is the main theme the author develops.

Students will likely identify the main theme of the reading as the description of how the Fourteenth Amendment changes the philosophy of the relationship between the national government and the states and goes against the view of many Southerners that states' rights is superior to national authority.

3. What key words in the reading demonstrate this theme? Highlight those words in a different color.

The Fourteenth Amendment makes the federal government superior to any state. The South had fought for states' rights. Many Southerners think each state should be free to make its own decisions. If a state wants an aristocratic society with layers of privilege and unfairness—well, if that's what the majority of its people want (or that those in power can legislate)—why shouldn't they have it? This powerful amendment sets limits. It helps turn a collection of diverse states into a nation. In the twentieth century it will become an instrument for protecting of individual freedom in ways totally unanticipated by its authors. Before the amendment, the United States are a collection of semi-independent states. After the amendment, the verb actually changes: the United States is a federal nation. Andrew Johnson doesn't like it a bit. He isn't alone.

## Questions

### 1. Cite Evidence, Irony

Irony can be defined as a situation that seems to be intentionally contrary to what is expected. Explain the examples of irony that can be identified in the excerpt.

The reading contains several ironies. The author notes that the Fourteenth Amendment makes the federal government superior to any state. However, the South had fought for states' rights in the Civil War. Some students may also note the author's contention that if a state wants an "aristocratic society with layers of privilege and unfairness," then they should have it. Also, the author notes that the amendment "made" the United States a federal nation; however, President Andrew Johnson "doesn't like it a bit."

### 2. "Wrecking the Text"

Reread the selection. Write a short paragraph in which you summarize the main points of the reading.

Answers will vary depending on main points selected. These points may include the struggle between national authority and states' rights, how the Fourteenth Amendment sought to limit the states' rights issue, and how some, including President Andrew Johnson, disagreed with the scope and intent of the amendment.

# THE FOURTEENTH AMENDMENT



The Fourteenth Amendment makes the federal government superior to any state. The South had fought for states' rights. Many Southerners think each state should be free to make its own decisions. If a state wants an aristocratic society with layers of privilege and unfairness—well, if that's what the majority of its people want (or that those in power can legislate)—why shouldn't they have it? This powerful amendment sets limits. It helps turn a collection of diverse states into a nation. In the twentieth century it will become an instrument for protecting of individual freedom in ways totally unanticipated by its authors. Before the amendment, the United States are a collection of semi-independent states. After the amendment, the verb actually changes: the United States is a federal nation. Andrew Johnson doesn't like it a bit. He isn't alone.

*Source:* Part 7, "What Is Freedom? Expanding Civil Rights," paragraph 7.

## Activity: Syntax, Craft, and Structure

1. Highlight in yellow the sentence that, in your view, best summarizes the reading.
2. Identify what you believe is the main theme the author develops.
3. What key words in the reading demonstrate this theme? Highlight those words in a different color.

## Questions

### 1. Cite Evidence, Irony

Irony can be defined as a situation that seems to be intentionally contrary to what is expected. Explain the examples of irony that can be identified in the excerpt.

### 2. "Wrecking the Text"

Reread the selection. Write a short paragraph in which you summarize the main points of the reading.

# READING 3

## *The President vs. Congress*

### Introduction

Students analyze and compare a written excerpt with a cartoon graphic from *Freedom: A History of US*. Students make conclusions about the disagreements between President Andrew Johnson and Radical Republican leaders that eventually led to Johnson’s impeachment and near-removal from office.

### Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between two and four sentences each. Encourage students to reread the selection in order to improve comprehension and refine answers. All answers should come from the reading and the related cartoon graphic.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1

##### *Craft and Structure*

- Standard 6

##### *Integration of Knowledge and Ideas*

- Standard 7

### Strategies Used

**compare and contrast:** to analyze various aspects of a reading or situation for similarities or differences

**evidence:** something that proves a particular belief or idea

**inference:** conclusion drawn using evidence and reasoning

**irony:** describes a situation that seems to be intentionally contrary to what is expected



## Answers

### Questions

#### 1. Compare and Contrast, Cite Evidence

How does the author compare and contrast Abraham Lincoln, Thaddeus Stevens, and Andrew Johnson. Cite evidence in the reading that proves your comparison.

The author notes that Lincoln “believed in compromise,” adding, “He asked questions, listened, and changed his mind when he thought it needed changing.” Stevens and Johnson are portrayed exactly the opposite. The author states that Stevens is incapable of compromise, and so is Johnson. The excerpt states, “[Johnson] has a stubborn, narrow-minded streak that makes him a poor leader.” Although they differed in philosophy and viewpoint, students may conclude that Johnson and Stevens were fairly similar in temperament, in contrast to Lincoln.

#### 2. Draw Inferences

An inference is a conclusion drawn using evidence and reasoning. Reread the text selection. What inferences from the reading can be made about Andrew Johnson? Cite evidence that supports your conclusion.

Most students will likely infer that Johnson was a poor president in comparison with Abraham Lincoln, who was willing to listen to opposing viewpoints and to seek compromises with political opponents. Students may also gather that the American public soon became discouraged and tired of Johnson’s stubbornness, and his popularity and support soon plummeted, which caused him to be considered to be an ineffective leader.

#### 3. Integrating Visuals and Text, Cite Evidence

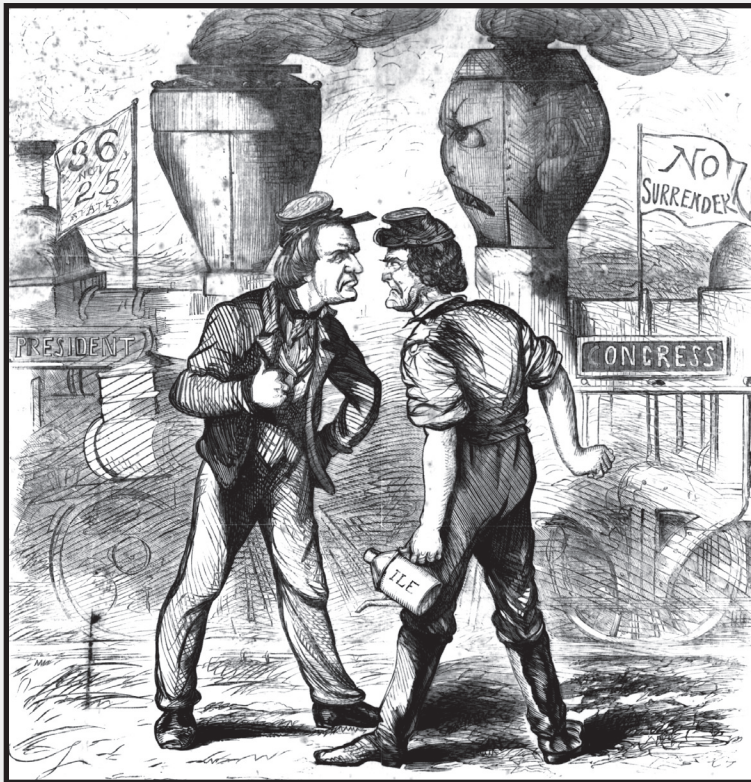
Look at the accompanying cartoon. (Note: the cartoon originally appeared in *Harper’s Weekly*.) Reread the text selection. Write a short paragraph explaining how the cartoon either corroborates (supports) the text selection or how it does not.

Answers will vary. Although most students may not understand some of the terms in the cartoon itself, the words “awkward collision,” along with the cartoon’s caption, will lead many to see that the cartoon and the text are closely aligned. Students may also note that the stances of the men in the cartoon indicate they are each in a “fighting stance,” while their faces are contorted in anger or rage. Students may also mention that the trains in the background of the cartoon are on a collision course. Students should recognize that all of these details also illustrate that the cartoon supports the conclusions of the text.

# THE PRESIDENT VS. CONGRESS



President Johnson doesn't like the Fourteenth Amendment. He believes in states' rights. And he doesn't like Radical Republican Thaddeus Stevens, the man behind the Fourteenth Amendment, at all. Abraham Lincoln believed in compromise. He asked questions, listened, and changed his mind when he thought it needed changing. Stevens is incapable of compromise, and so is Andrew Johnson. He doesn't ask for advice, or listen when it is given. He came into office with much good will. Everyone wanted him to succeed. But he has a stubborn, narrow-minded streak that makes him a poor leader. He goes on a speaking tour and says wild, derogatory things about Congress. Often his actions are undignified, unpresidential. But his beliefs are sincere. He is convinced it is not the responsibility of the nation to help the newly freed men and women get fair and equal treatment before the law. He thinks that is the states' job.



Source: Part 7, "What Is Freedom? Impeaching a President," paragraph 1.

## Questions

### 1. Compare and Contrast, Cite Evidence

How does the author compare and contrast Abraham Lincoln, Thaddeus Stevens, and Andrew Johnson. Cite evidence in the reading that proves your comparison.

### 2. Draw Inferences

An inference is a conclusion based on evidence and reasoning. Reread the text selection. What inferences from the reading can be made about Andrew Johnson? Cite evidence that supports your conclusion.

### 3. Integrating Visuals and Text, Cite Evidence

Look at the accompanying cartoon. (Note: The cartoon originally appeared in *Harper's Weekly*.) Reread the text selection. Write a short paragraph explaining how the cartoon either corroborates (supports) the text selection or how it does not.

# READING 4

## *The Rise of Jim Crow*

### Introduction

Reconstruction ends with a mixed result. Although civil rights inroads were made, a conservative Supreme Court legitimized Jim Crow laws in the case *Plessy v. Ferguson*. Students read a selection dealing with the case, and answer questions dealing with the decision.

### Procedure and Notes

Allow sufficient time for students to reread the selection as needed. Answers to questions should range between two and four sentences each. Encourage students to reread the selection to improve comprehension and refine answers. All answers should come from the reading. Question 3 asks students to work in pairs, but can be completed individually.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1
- Standard 2

##### *Integration of Knowledge and Ideas*

- Standard 8

### Strategies Used

**five-word summary:** strategy that has students identify the five most important words in an excerpt and then defend their choices in a short paragraph

**irony:** describes a situation that seems to be intentionally contrary to what is expected

**“read with a pencil”:** close-reading strategy that asks students to mark key points and annotate the text

### Answers

#### Activity: “Read with a Pencil”

As you read the selection, use a highlighter or pencil to mark key points. In the margins or using sticky notes, write notes about the main points of the reading.

Key points that students might identify include the “separate but equal doctrine,” the author’s assertion that the *Plessy v. Ferguson* decision is one of the worst decisions made by the U.S. Supreme Court, Harlan’s dissent that “the Constitution should be ‘color blind’,” and the author’s point that “separate but equal becomes the way of the South.”

## Questions

### 1. Irony

Irony is a situation that seems to be intentionally contrary to what is expected. Explain how the phrase “separate but equal” in the context of the reading is an example of irony.

“Separate but equal” was a common phrase of the Jim Crow era that was used frequently by those who wanted to rationalize reasons for segregation. As long as facilities were “equal,” the decision in *Plessy* allowed segregation. As students read Harlan’s dissent, they will likely come to the conclusion that “equal” facilities are not possible as long as facilities are “separate.” This demonstrates irony because the phrase “separate but equal” itself suggests that facilities for blacks and whites should be “equal,” but the mere fact that they are “separate” ensures that equality is an impossible goal.

### 2. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

Answers will vary depending on the words selected by students. Words students might select include “separate,” “equal,” “dissenting,” “colorblind,” and “caste.”

# THE RISE OF JIM CROW



Plessy is arrested, charged with breaking the law, and put in jail. Plessy and his attorneys say that the “separate but equal” law is unconstitutional. New Orleans judge John H. Ferguson says they are wrong. Plessy’s case makes it all the way to the Supreme Court. There Plessy loses. And the case—*Plessy v. Ferguson*—takes its place, beside *Dred Scott v. Sandford*, as one of the worst decisions the Court has made. One lone Supreme Court justice, John Marshall Harlan, disagrees with his peers. This is his dissenting opinion: In view of the Constitution, in the eye of the law, there is in this country no superior, dominant ruling class of citizens. There is no caste here. Our Constitution is colorblind, and neither knows nor tolerates classes among citizens.

“Our Constitution is colorblind”—but it will be almost sixty years before the Supreme Court understands that and, finally, kicks Jim Crow off the stage. Until then, Mr. Crow dances and sings with abandon. “Separate but equal” becomes the way of the South.

Source: Part 7, “What Is Freedom? Separate but Equal,” paragraph 2–3.

## Activity: “Read with a Pencil”

As you read the selection, use a highlighter or pencil to mark key points. In the margins or using sticky notes, write notes about the main points of the reading.

## Questions

### 1. Irony

Irony is a situation that seems to be intentionally contrary to what is expected. Explain how the phrase “separate but equal” in the context of the reading is an example of irony.

### 2. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

*READINGS FROM*

**“WHOSE LAND  
IS THIS?”**







# READING 1

## *Reaping the Bounty of the Plains*

### Introduction

Students read an excerpt from *Freedom: A History of US* that describes how Cyrus McCormick’s mechanical reaper revolutionized grain farming on the Great Plains. The reading also discusses how McCormick uses his business and marketing skills to make the reaper an essential part of farming.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1

##### *Craft and Structure*

- Standard 4

### Procedure and Notes

Students should be encouraged to reread the selection as needed to complete the activity and questions. Each question can be answered in approximately three to four sentences. The activity and questions should be completed solely by using the excerpt.

### Strategies Used

**evidence:** something that proves a particular belief or idea

**vocabulary:** activity in which the student determines the definitions of terms based on their context in the reading

**“wrecking the text”:** close-reading strategy in which the student rewrites a passage in his or her own words

### Answers

#### Activity: Vocabulary

Fill in each blank with the correct choice from the word bank.

**practical:** designed for actual use

**revolution:** a sudden, complete, or marked change in something

**phenomenon:** something that is impressive or extraordinary

**guarantees:** promises or assurances

**installment:** dividing a debt into individual payments

## Questions

### 1. Cite Evidence

The excerpt says that McCormick is a “business and marketing genius.” What evidence is included in the reading that supports that conclusion?

Several points of evidence are used to back the claim that McCormick is a business and marketing genius. Examples include McCormick’s assurance that broken-down machines will be repaired, he provides training on how to use the reaper, he allows farmers to buy the machines on installment plans, and he also funds a research department in his factory to improve the reaper.

### 2. “Wrecking the Text”

Reread the selection. Write a short paragraph in which you summarize the main points of the reading.

Answers will vary, depending on main points selected. Examples of points students might identify include the idea that new inventions and innovations have revolutionized farming and crop harvesting; that manufacturers now are so sure of the reliability of their products they guarantee them and fix them for free if they break down; the cost of purchasing these new inventions is substantial, and therefore a “credit plan” (installment plan) is created that allows the farmer to buy the product over time; and that manufacturers now engage in “research and development” to ensure that new features can be added to the product, thereby ensuring their effectiveness.

# REAPING THE BOUNTY OF THE PLAINS



McCormick’s machine—pulled by horses or mules—can harvest a huge field in an afternoon. The mechanical reaper does to wheat farming what Eli Whitney’s cotton gin did to cotton growing. It makes big farms practical. Before Cyrus McCormick came along, the Industrial Revolution was mostly a city phenomenon. McCormick brings that revolution to farm life. He is more than an inventor. He is also a business and marketing genius. He guarantees his machines: if they break down he sees that they are repaired—no one has done that before. He trains experts to show farmers how to use them; no one has done that before, either. The machines are expensive, more than most farmers can afford, so McCormick lets farmers take several months to pay for them. It is called “installment buying”—and that is another of his ideas. He adds a research department to his factory, and he keeps improving the models. That, too, is something new for a businessman to do.

*Source:* Part 8, “Whose Land Is This?” paragraph 7.

## Activity: Vocabulary

Fill in each blank with the correct choice from the word bank.

\_\_\_\_\_ : designed for actual use

\_\_\_\_\_ : a sudden, complete, or marked change in something

\_\_\_\_\_ : something that is impressive or extraordinary

\_\_\_\_\_ : promises or assurances

\_\_\_\_\_ : dividing a debt into individual payments

### Word Bank

guarantees

revolution

practical

phenomenon

installment

## Questions

### 1. Cite Evidence

The excerpt says that McCormick is a “business and marketing genius.” What evidence is included in the reading that supports that conclusion?

### 2. “Wrecking the Text”

Reread the selection. Write a short paragraph in which you summarize the main points of the reading.

# READING 2

## *Indian Removal Policy*

### Introduction

This excerpt from *Freedom: A History of US* recounts ruthless government policies against Native Americans. Students read about how whites resorted to killing Indians to gain their land and how Native Americans resisted to keep their land and their way of life.

### Procedure and Notes

Students should be encouraged to reread the selection as needed in order to complete the activity and questions. Each question can be answered in approximately three to four sentences. The activity and questions should be completed solely by using the excerpt.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 2

##### *Craft and Structure*

- Standard 6

##### *Integration of Knowledge and Ideas*

- Standard 8

### Strategies Used

**evidence:** something that proves a particular belief or idea

**craft and structure:** how the author uses syntax and order to effectively convey a reading's message

**inference:** conclusion drawn using evidence and reasoning

**point of view:** perspective taken by an author when evaluating or presenting a conclusion

**syntax:** manner in which an author uses and arranges words to form sentences

### Answers

#### Activity: Syntax, Craft, and Structure

1. Highlight in yellow the sentence that, in your view, best summarizes the reading.
2. Identify what you believe is the main theme the author develops.

In this reading, the theme is that many whites saw Native Americans as an obstacle to western expansion and the fulfillment of Manifest Destiny. The examples of William Tecumseh Sherman, John Pope, and John M. Chivington also all point to the idea that Native Americans are sub-human (“maniacs” and “wild beasts,” Pope put it) and can only be dealt with by the use of force.

3. What key words in the reading demonstrate this theme? Highlight those words in a different color.

Soldiers are sent west to move the Native Americans onto reservations; the Indians fight for their land and their way of life. “The only good Indian is a dead Indian,” said Philip Sheridan in a widely quoted phrase. Sheridan, a Civil War Union general, becomes an Indian fighter. His boss, William Tecumseh Sherman, has this to say: “All who cling to their old hunting grounds are hostile and will remain so till killed off.” Sherman talks of a “final solution” to the Indian problem. Sherman’s middle name is that of a great Indian hero, but Sherman doesn’t brag about that. John Pope (who commanded the Union forces at the second battle of Bull Run, and lost) announces that he will deal with the Sioux “as maniacs or wild beasts, and by no means as people with whom treaties or compromises can be made.” In Colorado, Colonel John M. Chivington, a former minister, slaughters 150 Cheyenne who have gone to the governor for protection. Most are women and children. Chivington calls it “an act of duty to ourselves and civilization.”

## Questions

### 1. Cite Evidence, Draw Inferences

An inference is a conclusion reached on the basis of evidence and reasoning. Based on what you read in the selection, what inference can you make in regard to how whites viewed Native Americans. Show specific points from the reading that supports your inference.

Based on the reading, most students will probably feel that whites saw Native Americans as sub-humans or obstacles to further land settlement. Students will likely point to evidence such as Sheridan’s statement that “the only good Indian is a dead Indian” or Sherman’s quotation that “all who cling to their old hunting grounds are hostile and will remain so until killed off.” They may also note Pope’s statement that he will deal with the Sioux “as maniacs or wild beasts, and by no means as people with whom treaties or compromises can be made.”

### 2. Point of View, Cite Evidence

What does the reading state about John M. Chivington? How does this part of the reading help prove the author’s point of view?

The reading notes that Chivington slaughtered 150 Cheyenne who had gone to the Colorado governor for protection. The author also notes that most were women and children. The reading concludes with the statement that Chivington called it “an act of duty to ourselves and civilization.” Most students will note that the story is in line with the other points made in the reading about the inhumane treatment of Native Americans by whites. The story provides a real-life example of how whites misunderstood Native Americans.

# INDIAN REMOVAL POLICY



Soldiers are sent west to move the Native Americans onto reservations; the Indians fight for their land and their way of life. “The only good Indian is a dead Indian,” said Philip Sheridan in a widely quoted phrase. Sheridan, a Civil War Union general, becomes an Indian fighter. His boss, William Tecumseh Sherman, has this to say: “All who cling to their old hunting grounds are hostile and will remain so till killed off.” Sherman talks of a “final solution” to the Indian problem. Sherman’s middle name is that of a great Indian hero, but Sherman doesn’t brag about that. John Pope (who commanded the Union forces at the second battle of Bull Run, and lost) announces that he will deal with the Sioux “as maniacs or wild beasts, and by no means as people with whom treaties or compromises can be made.” In Colorado, Colonel John M. Chivington, a former minister, slaughters 150 Cheyenne who have gone to the governor for protection. Most are women and children. Chivington calls it “an act of duty to ourselves and civilization.”

*Source:* Part 8, “Whose Land Is This? The Trail Ends on a Reservation,” paragraph 4.

## Activity: Syntax, Craft, and Structure

1. Highlight in yellow the sentence that, in your view, best summarizes the reading.
2. Identify what you believe is the main theme the author develops.
3. What key words in the reading demonstrate this theme? Highlight those words in a different color.

## Questions

### 1. Cite Evidence, Draw Inferences

An inference is a conclusion reached on the basis of evidence and reasoning. Based on what you read in the selection, what inference can you make in regard to how whites viewed Native Americans. Show specific points from the reading that supports your inference.

### 2. Point of View, Cite Evidence

What does the reading state about John M. Chivington? How does this part of the reading help prove the author’s point of view?

# READING 3

## *Coming to America*

### Introduction

Immigration is the focus of this excerpt. The reading discusses the fears and concerns established Americans (and some established immigrants) have regarding “newcomers” who also want to enjoy a new life here. The questions focus on what students read in the selection.

#### CCSS Reading Standards

##### *Key Ideas and Details*

- Standard 1

##### *Craft and Structure*

- Standard 6

### Procedure and Notes

Students should be encouraged to reread the selection as needed to complete the activity and questions. Each question can be answered in approximately three to four sentences. The activity and questions should be completed solely by using the excerpt.

### Strategies Used

**evidence:** something that proves a particular belief or idea

**irony:** describes a situation that seems to be intentionally contrary to what is expected

**“read with a pencil”:** close-reading strategy that asks students to mark highlight key points and annotate the text

### Answers

#### Activity: “Read with a Pencil”

As you read the selection, use a highlighter or pencil to mark key points. In the margins or using sticky notes, write notes about the main points of the reading.

Answers will vary depending on what the student highlights and annotates. The teacher may wish to conduct a classroom discussion with students regarding their annotations. Key points students may identify include the idea that established Americans don’t want “newcomers” in society; “new” immigrants work hard and for less money; the “new immigrants” will need extra help in school because they have a difficult time speaking English; and more police protection is needed in inner cities because crime rates are higher, and this all costs more in taxes. Also, established Americans begin to question why they should have to pay more money to solve the problems of “new” immigrants.



## Questions

### 1. Irony, Cite Evidence

Irony is a state of affairs or an event that seems deliberately contrary to what one expects. Read the selection again. What irony can you find in the reading? Write a short paragraph explaining how your choice fits the definition of irony.

Many students may look at the line that says, “Some of the newcomers, as soon as they get settled, don’t want any other immigrants to come after them.” Students would likely point to the irony that earlier immigrants believed it was fine for them to get the benefits of a new life in America but that they did not want the same for newer immigrants. Other students may consider that the reading suggests that immigrants came to the United States looking for work, yet instead, they found many social problems.

### 2. Cite Evidence

The author mentions in the reading several reasons why “some Americans don’t want newcomers in the country.” What evidence does the reading give that backs this point?

The author notes that most new immigrants are poor, and willing to work for less money than those who arrived earlier, so more established immigrants don’t want competition for jobs. Also, since most “newcomers” can’t speak the language, they need more schooling, which costs tax money. The author also cites that cities are overcrowded and filled with crime, which costs even more tax money. The reading concludes with the question, “Some people say, ‘why should we have to pay for the problems of these poor people?’”

# COMING TO AMERICA



Some Americans don't want newcomers in the country; and some of the newcomers, as soon as they get settled, don't want any other immigrants to come after them. Usually the newest immigrants are poor, and willing to work hard and for less money than those who arrived earlier. So some people want to stop immigration because they fear competition for jobs. There are other reasons, too. Because most newcomers can't speak the language, they need extra help in school. That costs money—tax money. The cities where many newcomers live are overcrowded and filled with crime, so there is a need for extra police and extra city services. That costs money—tax money. Some people say, “Why should we have to pay for the problems of those poor people?”

*Source:* Part 8, “Whose Land Is This? Who Wants Immigrants?” paragraph 1.

## Activity: “Read with a Pencil”

As you read the selection, use a highlighter or pencil to mark key points. In the margins or using sticky notes, write notes about the main points of the reading.

## Questions

### 1. Irony, Cite Evidence

Irony is a state of affairs or an event that seems deliberately contrary to what one expects. Read the selection again. What irony can you find in the reading? Write a short paragraph explaining how your choice fits the definition of irony.

### 2. Cite Evidence

The author mentions in the reading several reasons why “some Americans don't want newcomers in the country.” What evidence does the reading give that backs this point?



