

Reading End of Course Tests: Literacy Strategies for Middle/Secondary History Students

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“Shout Out” Class Opener

Zimmerman Telegram (transcript)

"We intend to begin on the first of February unrestricted submarine warfare. We shall endeavor in spite of this to keep the United States of America neutral. In the event of this not succeeding, we make Mexico a proposal or alliance on the following basis: make war together, make peace together, generous financial support and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico, and Arizona. The settlement in detail is left to you. You will inform the President of the above most secretly as soon as the outbreak of war with the United States of America is certain and add the suggestion that he should, on his own initiative, invite Japan to immediate adherence and at the same time mediate between Japan and ourselves. Please call the President's attention to the fact that the ruthless employment of our submarines now offers the prospect of compelling England in a few months to make peace." Signed, ZIMMERMAN.

Multiple Choice “Breakdown”

“... a great and earnest Concern about the great Things of Religion, and the eternal World, became universal in all Parts of the Town, and among Persons of all Ages....All other Talk but about spiritual and eternal Things, was soon thrown by.... The Minds of People were wonderfully taken off from the World;”

1. The above quote is most likely referring to what movement in early colonial history?
 - a. The Enlightenment
 - b. The Renaissance
 - c. The 1st Great Awakening
 - d. The Revolution

“For many years...her slaves, were flogged every day.... But the floggings were not all; the scoldings and abuse daily heaped upon them all, were worse: 'fools' and 'liars,' 'sluts' and 'husseys,' 'hypocrites' and 'good-for-nothing creatures' were the common epithets which her mouth was filled, when addressing her slaves, adults as well as children....”– Angelina Grimke

2. What was the purpose of Grimke’s speech (excerpt above)?
 - a. To promote public education in the South
 - b. To shed light on the plight of women slaveholders
 - c. To support the abolitionist movement
 - d. To diminish the role of the Republican Mother
3. Why did the Dred Scott case outrage many Northerners?
 - a. it allowed separate but equal facilities for African-Americans
 - b. it upheld the Missouri Compromise
 - c. it protected the right of slave owners
 - d. it freed a man that did not earn his freedom
4. Which of the following best describes the perspective Ida B. Wells-Barnett had of Booker T. Washington’s stance on attaining equality?
 - a. She objected for the most part, but was encouraged that he was speaking out to whites
 - b. She was supportive of a fellow activist in the fight for full social equality for African Americans
 - c. She strongly objected and took a more militant stance
 - d. She strongly supported his stance as she was a strong advocate for education herself

“Be it enacted, that any person who is the head of a family, or who has arrived at the age of twenty-one years, and is a citizen of the United States... shall, from and after the first of January, eighteen hundred and sixty-three, be entitled to enter one quarter-section or a less quantity of unappropriated public lands...”

5. The above quote is most likely an excerpt from the
 - a. Pacific Railway Act
 - b. Homestead Act
 - c. Black codes
 - d. Dawes Severalty Act

“There must be two Americas: one that sets the captive free, and one that takes a once-captive’s new freedom away from him, and picks a quarrel with him with nothing to found it on; then kills him to get his land...” -Mark Twain

6. Which of the following types of Americans would have identified most with the above quote at the end of the 19th century?
- a wealthy capitalist looking to invest in foreign markets
 - a farmer looking to sell his goods to a vast new market
 - a policy maker that wanted the US economy to thrive at all costs
 - an anti-imperialist that saw the hypocrisy in America’s expansionist actions
7. Conservative traditionalists of the 1920s believed that passing an amendment to ban the manufacture, transportation and sale of alcohol would lower crime and increase productivity in the United States. What was one unexpected consequence of the 18th amendment?
- Factory workers were more productive
 - Labor unions were no longer necessary, as factory owners now had excess capital with which to pay their employees
 - Illegal institutions that sold and transported alcohol gave birth to the organized crime movement
 - Teetotalers shifted their focus to the Civil Rights movement
8. President Roosevelt responded to the Pearl Harbor attacks by taking away the freedoms of Japanese Americans. Why did he most see the need to act in this way?
- numerous verified reports of Japanese Americans planning other attacks on the West Coast
 - the lack of Japanese Americans serving in the military during WWII
 - fear of another surprise attack
 - rumors that Japanese Americans were creating atomic bombs

“And this is best this way. Were we to come out here discussing religion, we’d have too many differences from the outstart and we could never get together. So today, though Islam is my religious philosophy, my political, economic, and social philosophy is Black Nationalism. You and I -- As I say, if we bring up religion we’ll have differences; we’ll have arguments; and we’ll never be able to get together. But if we keep our religion at home, keep our religion in the closet, keep our religion between ourselves and our God, but when we come out here, we have a fight that’s common to all of us against a [sic] enemy who is common to all of us.”

8. In the above excerpt from a speech by Malcolm X, what argument is Malcolm making about the Civil Rights movement and religion?
- That without a similar belief system, the leaders of the Civil Rights Movement could not work together
 - That religion should be left out of the discussion and the leaders of the movement should focus on their common cause
 - That religion and the Civil Rights movement are one in the same
 - That the Civil Rights Movement is dependent on religion and vice versa

“Close Read”

An excerpt from Rev. Dr. Martin Luther King, Jr.'s – A Letter from Birmingham jail.

“In any nonviolent campaign there are four basic steps: collection of the facts to determine whether injustices are alive, negotiation, self-purification, and direct action. We have gone through all of these steps in Birmingham. There can be no gainsaying of the fact that racial injustice engulfs this community. Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of police brutality is known in every section of this country. Its unjust treatment of Negroes in the courts is a notorious reality. There have been more unsolved bombings of Negro homes and churches in Birmingham than in any other city in this nation. These are the hard, brutal, and unbelievable facts. On the basis of them, Negro leaders sought to negotiate with the city fathers. But the political leaders consistently refused to engage in good-faith negotiation.”

“Nerd Word- Heard Word”

Long Story Short 4.5

USHC-4.5 Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city, the changing immigration patterns, the rise of ethnic neighborhoods, the role of political machines, and the migration of African Americans to the North, Midwest, and West.

As the Industrial Revolution continued in the United States, more and more immigrants made their way to our shores. Before the Civil War, we saw an increase in Irish and German immigration (northern and western Europe). After the Civil War, we see a huge increase in Italian, Polish, Jewish and Russian immigration (southern and eastern Europe). And, SPOILER ALERT, Americans tended to resent these immigrants too. Now I know, it seems like we're hating on Americans an awful lot in this book, but there are certain periods in American history where white Americans were not so nice (or nice at all for that matter). This is one of the (many) reasons that it is important for us to study our past – so that we can learn from it! Anyways, these new immigrants faced mistreatment and discrimination due to the fact that Americans were experiencing greater feelings of nativism. To put it simply, we thought Americans, who were BORN in America, were the best (excluding the Native Americans – ironic huh?). These new immigrants were here to work in the ever-growing Northern cities, in factories and centers of trade and transportation. And they couldn't have come at a better time. New inventions, such as electricity, elevators, steel girders, suspension bridges, electric trolley cars and subways allowed for the growth of these cities and made factory work even more streamlined. The northeast was growing in size, outward and upward! The first skyscrapers were built and factory owners took advantage of this design by making their factories taller, not wider. This enabled large cities, such as Boston and New York to house not only more places of business, but more people as well. Unfortunately, even though the cities were alive with a rich cultural life, many cities had problems with sanitation, housing, transportation, water, crime and fire. There were virtually no safety regulations, anywhere, and when a huge amount of immigrants came all at once, the cities weren't able to accommodate them all. Not only did this cause the problems we discussed above, but it led to Americans resenting immigrants. In some states, laws were passed to restrict immigration and they even attempted to limit the political power of immigrants by forcing them to take literacy tests (this wasn't successful until the 1920s though). It soon became harder for immigrants to find jobs and they became known as “urban poor”. And since the immigrants were so poor, they couldn't afford to leave the towns that they had settled in. This is where we get ethnic neighborhoods in the northeast, such as Little Italy, Greektown and Polonia. These neighborhoods basically recreated the cities and villages in Europe that the immigrants came from – right down to the churches, schools, businesses and even newspapers. But one thing that the immigrants lacked? A voice in America's democracy. Many politicians saw this as a great opportunity. If they helped the immigrants, they would get the immigrant vote. So, like any “good” politician, that's exactly what they did. Many of these “political bosses” helped immigrants find jobs and better housing. The immigrants kept these political bosses in power. Now, the bosses were important in that

Instructions

Shoutout: Students will listen as the teacher reads aloud. The students will make sound effects for important/repetitive words/phrases. For this example, students will respond as follows:

- When we read “America” students will GASP (signifies that America joining WWI would be a shock).
- When we read “Mexico” students will say HMMMM (signifies that Mexico may be considering Germany’s offer)
- When we read “war” students will yell NO (signifies that the war was not a favorable option for an isolationist America)

Multiple Choice Breakdown: Give students 1 minute per question – then review the question and its correct answer, ensuring that you’re looking for key words and discussing distractors as well.

Close Read: Students will be given 1-2 minutes to read the narrative to themselves. They are instructed to underline or highlight words that they think are significant. Then, as a class, you will lead a read-aloud of the letter. Students are instructed to keep their voice at an even pace and tone UNTIL they get to their underlined words, at which point they will raise their voices as they read that word. After the letter has been read, discuss as a class or in small groups the words that were seen as significant.

Nerd Word/Heard Word: Discuss what a nerd word/heard word is. A “nerd word” is a social studies specific content vocabulary term that they would rarely see outside of a SS class. This can include proper nouns. A “heard word” is a word that students should know and can be heard in any setting, but the students may not be comfortable with defining. Students will read the narrative, identifying nerd words/heard words in the chart provided. Discuss as a class the words and their meaning and consider assigning some or all as vocabulary terms.