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A U.S. History Model for Enhancing Essential Academic Learning Requirements in Reading

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A U. S. HISTORY MODEL FOR ENHANCING ESSENTIAL ACADEMIC
LEARNING REQUIREMENTS IN READING

A Project Report

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by

Christopher Matthew Jorgensen

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ABSTRACT

A U. S. HISTORY MODEL FOR ENHANCING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS IN READING

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The relationship between reading strategies that enhance essential learning in both reading and history was studied. A U.S. History model has been developed to make connections between the teaching of history content and reading comprehension. Research has been obtained that indicates a direct correlation between student learning in a content area classroom and the integration of reading strategies within daily lesson plans. Secondary teachers must be taught by teacher preparation programs and coached by administrators on how to develop lesson plans based on their students' need to use effective reading strategies. Secondary teachers must align their daily lessons and assessments with the state's essential learnings in both their content area and in reading to ensure student success.

Acknowledgments

To my beautiful, patient and kind wife, Jane
and supportive children: Catherine,
Brock, Christian, Hope, and Maria

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Chapter One

Background of the Project

Introduction

One of the goals of this project is "...to inspire teachers, whether novice or veteran, to examine instructional strategies and practices in light of what is known about the powerful bonds that exist between literacy and learning" (R. T. Vacca & J. L. Vacca, 1999, p. xviii). According to R. T. Vacca and J. L. Vacca (1999), "Content literacy is the ability to use reading and writing to learn subject matter in a given discipline" (p. 8). The use of reading and writing strategies to learn in content area classrooms provides students with new opportunities to acquire knowledge of content (McKenna & Robinson, 1990). The possibility for students using appropriate reading strategies in content area classrooms is explored by R. T. Vacca and J. L. Vacca (1999):

Learning with texts implies that students have much to contribute to their own learning as they interact with texts to make meaning and construct knowledge. Active, engaged learners are strategic in their interactions with text; they know how to search for meaning in everything they talk about and listen to and read and write about. Engaged readers also know how to use what they know about a subject to make sense out of what they are reading and learning. Furthermore, when students are engaged with texts, they are not ambivalent about reading or their own reading processes. They are confident and competent with texts (p.xix).

This constructivist view places students at the center of learning. R. T. Vacca and J. L. Vacca's (1999) methods textbook systematically constructs a classroom that focuses

on the connection between student understanding of content and focus on reading comprehension.

Need For a Content Area Reading Focus in the Middle School

Secondary teachers are receiving students that cannot decode words; expecting students to comprehend text does not appear realistic to many teachers. Content area teachers have reported that the main reason they do not help students with reading comprehension is that they do not know and, therefore, cannot teach reading strategies along with their regular curriculum (Riggs & Serafin, 1998).

In a survey conducted by Gee and Forester (1988), 18% of schools that responded were planning a content area reading program. A survey conducted by Irvin and Connors (1989) supported the findings of Gee and Forester. Nearly half of the educators in content area classrooms surveyed by them believed that reading instruction was not their responsibility.

The relationship a student has with the text can be key to the student's ability to comprehend. Middle school students can perceive textbooks as a cold, daunting obstacle blocking the path to understanding difficult concepts in a content area classroom (Guzzetti, Kowalinski & McGowan, 1992).

Purpose of the Project

This project will connect successful reading strategies to a middle school U. S. History curriculum. The focus will be on the meaningful learning that comes when a student relates new information from a history text to background knowledge (Irvin, 1998). The constructivist theory of schema gives content area teachers a way of understanding how students comprehend text. "Schemata comprise all of the information

and the experience that the reader has stored in memory. A particular schema, then, represents all the associations that come to mind when a person reads about a certain subject” (p. 8).

Schema has been made analogous to a file folder (Thelen, 1986). New material must be shown, metacognitively, how and where it fits into existing structures (Irvin, 1998). This project will produce four units that concentrate largely upon this schema theory for literacy. Students can then use reading strategies that connect background knowledge to new information in a history text by establishing a purpose for reading, and then selecting the appropriate reading strategy (Paris, Lipson, & Wixson, 1983).

Limitations of the Project

The following limitations must be established respective to this project:

1. Scope: The integrated Reading and U.S. History curriculum in this project was developed for use by the eighth grade teachers at Totem Junior High School, Federal Way, Washington.
2. Current Research: The literature cited in chapter two is limited to research conducted within the last twenty years.
3. Target Population: The integrated Reading and U.S. History curriculum was developed for use at the eighth grade level.
4. Time: The development of this project took place from January 2001 to January 2002.

Definition of Terms

Relevant terms of significance used in this project have been defined as follows:

Benchmarks: Measurements of student progress at various levels of

development (Essential, 1997, p. 9).

Commission on Student Learning: A group of eleven members commissioned by the state legislature for the purpose of establishing the Essential Academic Learning Requirements and the student assessment tools (Essential, 1997, p. 4).

Context Clues: A reading strategy that helps students decode words by looking at their context within the sentence. If the student can identify the meaning of words before and after an unknown word, the student can then make an educated guess at the intended meaning (R.T. Vacca & J.L. Vacca, 1999).

CRISS (Content Reading in Secondary Schools): A program developed by a junior high and high school in Kalispell, Montana. The program was a district implementation of reading strategies being taught in content area classrooms (Santa, 1986).

Essential Academic Learning Requirements: Specific and highly detailed learning goals required to be met by both teacher and student in all content areas (Essential, 1997, p. 3).

Inquiry-based Socratic Seminar: A reading strategy that provides an opportunity for students to reflect within a group setting on a particular reading. Each group member is asked questions about the reading. The only acceptable answers are those that can be related directly back to the text (Gray, 1989).

KWL-Reflective Journal: A pre-reading strategy that connects prior knowledge to information that the student wants to learn (Cantrell, Fusaro & Dougherty, 2000).

Metacognition: The ability of students to think about their thinking; a student's ability to know how or why he/she is not comprehending the text (R. T. Vacca & J. L.

Vacca, 1999).

PReP (Pre-reading Plan): A reading strategy that focuses on three phases of pre-reading. Phase one is Intimate Associations, phase two is Initial Associations and phase three is Reformation of Knowledge (Langer, 1984).

Reading Logs: A format to help students keep track of reading goals and progress (R. T. Vacca & J. L. Vacca, 1999).

Schema: A plan or means of using knowledge which is grouped together in a pattern of themes called schemata; a mental “filing system” (Thelen, 1986).

SQ3R: A reading strategy that helps students organize information in a textbook or unfamiliar informational text.

S = Scan: students should scan the textbook for clues in title sub-

headings, pictures and graphs to make predictions about learning.

Q = Questions: students then use headings and chapter titles to develop questions.

R = Read, R = Recite, R = Review: Students then read, recite and review in small groups or as individuals to find answers to their questions

(R. T. Vacca & J. L. Vacca, 1999).

STRP (The Strategic Teaching and Reading Project): An administrative program developed to bring integration of reading strategies into the classroom (Riggs & Serafin, 1998).

Student Learning Goals: In accordance with the Education Reform Act, RCW 28A.150.210, broad educational goals for Washington students which include:

1. Read with comprehension, write with skill, and communicate

effectively and responsibly in a variety of ways and settings.

2. Know and apply the core concepts and principals of mathematics; social, physical, and life sciences; civics and history; geography; art; health and fitness.
3. Think analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.
4. Understand the importance of work, and how performance, effort, and decisions directly affect future career and educational opportunities (Essential, 1997, p. 2).

Washington State Assessment of Student Learning (WASL): A Washington state assessment test administered at grades four, seven and ten.

Chapter Two

Review of Related Literature

Introduction

The famous humanist Horace Mann said this about reading for meaning: “to suffer children to read without understanding is one of the most flagrant cases of incompetent teaching” (Moore, Readence & Rickelman, 1983, p.421). At the beginning of the twentieth century, the primary focus of public schools in America began to change. The traditional approach that included rote memorization began to give way to humanists (Moore, Readence & Rickelman, 1983).

John Dewey was influenced by the humanist perspective and placed children at the center of all curriculum, including literacy. In Dewey’s classic text, How We Think (1910), he presented his theory to promote the ability for students to reason independently. The goal of independent reasoning has become the foundation for the emphasis on content area reading strategies, which, in turn, has become a focus in teacher preparation programs (Ruddell, 1997).

The emphasis on content area reading instruction blossomed at the turn of the century and then reemerged in 1970 with the publication of Teaching in the Content Area, by H.L.Herber. Numerous methods textbooks that focus on content area reading for teacher preparation programs followed thereafter.

Recommendations for content area reading instructions emerged as a constant in the early part of the twentieth century. Educators began to realize that readers must have various strategies for different subject areas and purposes (Moore, Readence & Rickelman, 1983). The mission of early content area reading instruction has been to

develop students' "reading to learn strategies" and "reading to do strategies" (p.420), not the teacher's ability to teach these strategies.

Implementation of Content Area Reading in the Middle School

Administrators can have a great influence upon teachers in the implementation of content area reading classrooms (Riggs & Serafinn, 1998). Some administrators have turned to professional development programs that focus on enhancing content area teachers' knowledge of how to teach reading strategies. The Strategic Teaching and Reading Project (STRP) has been studied to test its effectiveness in promoting student achievement through professional development and instructional strategies for content area reading. The STRP program has shown that students' reading comprehension improves through sustained staff development. The consistency of the program, along with the student-centered reading strategies, has brought about considerable success in some districts around the country (Riggs & Serafin, 1998).

Another example of a successful content area reading program can be found in Montana. In Kalispell, Montana a junior high and high school developed a project called Content Reading in Secondary Schools (CRISS). This project was inspired by the frustration content area teachers had with the lack of skill their students showed in comprehending the assigned reading. English and social studies teachers, in particular, became irate about their students' inability to learn from the assigned reading. The teachers admitted to avoiding assigned reading because of student apathy. Before this district implemented its content area reading program, district delegates studied at the University of Northern Colorado and the Center for the Study of Reading at the University of Illinois. After gathering professional development and advice from the

aforementioned institutions on how to proceed, the district conducted its own action research project. The research showed that students from the traditional classrooms were outperformed by the students that focused on the new content area reading strategies developed for the CRISS project. Teachers and curriculum directors from Kalispell, Montana have taught many other school districts in Montana how to create a content area reading classroom that works (Santa, 1986).

Challenges of Implementation

There is also evidence that implementation of a content area reading program can be very difficult (Irvin, 1998). In the United States many beginning teachers receive a focus on constructivist theories for literacy in their teacher preparation programs (Grisham, 2000). New teachers can have great hopes of being constructivist in their teaching of literacy; however, some use more traditional practices when faced with the problems found in many urban centers and when their school culture emphasizes a traditional approach to literacy (Grisham, 2000).

The University of Queensland, Australia set up a quantitative research study to determine the effect of teachers' expectations about students' use of reading strategies upon learning. The researchers found that teachers in this study expected high-ability students to use and understand metacognitive reading strategies, while they did not expect the low-ability students to use metacognitive reading strategies; however, the teachers did expect the low-ability students to comprehend the same difficult text that the high-ability students were expected to understand. Furthermore, 20% of the teachers involved in this study claimed that no one had taught them about metacognition, even though the study of metacognition has been ongoing for the last 25 years (Arabsolghar &

Elkins, 2001). Teacher preparation programs have traditionally offered only one or two classes that focus on integrating reading strategies into core curriculum classrooms. Some universities are striving to make their teacher preparation programs focus on integrating reading strategies into every discipline taught; however, studies have shown that even when a teacher preparation program does focus on content area reading strategies, the new teachers are often pressured by veteran teachers, along with the culture of the school, to abandon this focus (Grisham, 2000). If teachers are pressured to focus on preparation for a standardized test or to cover content in a curriculum, time limitations can stifle a teacher's ability to teach reading strategies that include metacognition (Grisham, 2000).

In a qualitative intervention study conducted by the University of Georgia, researchers observed and tried to modify classroom discussions of content area reading assignments. The goal of the research was to analyze existing discussion patterns in reference to higher level thinking objectives for content area reading assignments. The research indicated that the teachers were willing to modify student responses to assigned text; however, the teachers in this study were not willing to modify classroom discussion patterns. According to the University of Georgia researchers Alvermann and Hayes (1989), "Convincing teachers to change their verbal interaction patterns for the purpose of effecting higher levels of response to text appears difficult to accomplish" (p. 333). Firmly established classroom norms would have been disrupted in order for teachers to implement the new classroom discussion patterns for content area reading (Alvermann & Hayes, 1989).

Teachers have found ways around the teaching of reading in their content areas (Irvin, 1998). Smith and Feathers (1983a; 1983b) studied the importance of reading textbooks in secondary social studies classes. They found that students needed textbooks only to locate answers because the teachers provided other ways of getting the information. They concluded "...since students did not value the information being learned, they had little incentive for reading" (1983b, p.266).

Reading Strategies That Work in Content Area Classrooms

Arizona State University conducted a quantitative research study in 1980 to investigate the effectiveness of top-level structure in text reading strategy on ninth grade students. This reading strategy "...focuses on following the organizational structure of text in order to determine what is important to remember" (Meyer, Brandt & Bluth, 1980, p. 72). This study indicates that the students that used the top-level structure strategy were provided with a systematic retrieval and learning guide. Students that employed this strategy developed a "...rich retrieval network"(p. 99) that guided the student in the understanding of difficult text. In contrast, the students that did not employ this strategy did not experience the same success in the retrieval of information (Meyer, Brandt & Bluth, 1980).

Judith L. Langer (1984) of the University of California-Berkeley developed the Pre-reading plan (PReP) to help students draw upon what they already know about a topic to the assigned reading text. Teachers provide a "climate of inquiry" (p. 471) by using small group discussions that "encourage the students to reflect upon the appropriateness of their ideas" (p. 471) as it relates to the assigned content reading. PReP consists of three phases:

1. Initial Associations with the Concept- "Tell me anything that comes to mind when..."
2. Reflections on Initial Associations- "What made you think of..."
3. Reformulation of Knowledge- "Based on our discussion, have you any new ideas about..." (p.471).

Langer then, in 1989, conducted her own in-depth quantitative study to find out the effect of background knowledge on reading comprehension. She studied 161 sixth grade students from a middle class school system in Long Island, New York. The mean reading comprehension score for the 161 students was 5.8 on the Iowa Test of Basic Skills. The students read two passages from their social studies textbook of approximately 700 words in length. A 20-item criterion test measuring reading comprehension was administered to four randomly assigned control groups. The data from this study indicates that the PReP activity raises comprehension levels more significantly than groups that were not exposed to this pre-reading activity. Langer's research indicates a connection between a student's prior knowledge and success in reading comprehension by connecting new information to the student's schematic files (Langer, 1984).

Cognitive mapping is a "graphic representation of a text which facilitates integration and retention of information by providing the reader with a cognitive scheme to reconstruct meaning" (Ruddell & Boyle, 1989, p.13). Hanf (1971) suggested mapping to help students think critically. Ruddell and Boyle (1989) studied the effects of cognitive mapping techniques on 51 entering college freshmen. This was a quasi-experimental quantitative study that put the 51 freshmen into 3 non-random control

groups. The group that was trained and used cognitive mapping consistently outperformed the other groups that used traditional underlining of significant passages throughout the text. The students that used underlining the key text as their primary reading strategy ended up with a process of continually re-reading the text and adding more and more underlining until whole pages of text appeared to be underlined. The cognitive mapping group spent less time on the same text with significantly greater success in the comprehension of the text (Ruddell & Boyle, 1989).

Linking Effective Reading Strategies to Social Studies

Woodrow Wilson's perspective on the reading of history was "...one damn fact after another" (Wineburg, 1991, p.511). Tom Holt wrote his pedagogy of teaching history in Thinking Historically (1990). In this book, Holt describes his process of teaching "unlearning" to his students in an effort for them to become critical readers of historical text, rather than accepting the text at face value. Holt promotes an inquiry-based learning that gives students an opportunity to become part of the ongoing conversation of what is fact, and what is assumed as fact, when reading historical text. Samuel S. Wineburg (1991), from the University of Washington, put this approach to the teaching of history best:

If history classrooms are to look different in the next century, history curriculum must become more than a source of texts to use in studies of inserted headings of embedded questions. School history must move from a context variable peripheral to the topic being investigated, to a site of inquiry in its own right, a place to explore the complex cognitive process we use to discern pattern and significance in the past (Wineburg, 1991, p.518).

Carl Becker (1932) claimed that we are all historians. What he meant by this was that we must read history to: see human motive, mine for truth, discover what is half truth, uncover falsehood, and understand that certainty, when understanding the social world, is beyond our grasp (Becker, 1932). Wineburg (1991) believes that if Becker is right, "...school history possesses great potential for teaching students to think and reason in sophisticated ways" (p.518).

Robert Sholes (1985) wrote this concerning the need for students to read with an inquiry-based mind set:

If wisdom, or some less grandiose notion such as heightened awareness, is to be the end of our endeavors, we shall have to see it not as something transmitted from the text to the student but as something developed in the student by questioning the text (p. 14).

Wineburg (1991) studied the difference between professors of history and students of history, and has concluded that students tend to read history like a passive jury that is not able to cross-examine the witness. Professors of history with whom he has spoken, treat historical text as if they were the prosecuting attorney and the text was the witness. Wineburg found that successful readers of history must enter into the historical text by considering the source before reading the text. Students can then enter into the debate over what is history, even if that means that readers pretend that they are having a discussion with other historians, and can make valuable inquiry about the text (Wineburg, 1991).

Much has been written concerning the benefits of students using journal writing and pre-reading strategies that connect background knowledge to new information from

the text (Ruddell, 1997; Vacca & Vacca, 1999). Cantrell, Fusaro and Dougherty (2000) wanted to know the effectiveness of journal writing on student reading comprehension in social studies. The journal writing that they studied included a pre-reading strategy called K-W-L, which tracks what the student already *Knows* about the content, then what the student *Wants* to know, and, finally, after reading the text the student writes what he/she has *Learned* (Carr & Ogle, 1987). In comparing four different classrooms in a quasi-experimental study, the researchers found that the classrooms that used K-W-L in journal writing outperformed classrooms that were using a summary format for journal writing. The researchers concluded that K-W-L journal writing reading strategy provides important pre-reading that helps connect prior knowledge to new concepts in the social studies text. They also found that this reading strategy helps students establish their own purpose for reading the text (Cantrell, Fusaro & Dougherty, 2000).

The University of Illinois, Urbana-Champaign studied the effectiveness of an instructional graphic called a frame (Armbruster & Anderson, 1985) on the learning of fourth and fifth graders as they read their social studies textbooks. This was a collaborative study between the university and a public school district in Illinois. A frame represents significant ideas visually for organization of important information in a text (Armbruster, Anderson & Meyer, 1991).

The Illinois school district put together the Framing Project in the mid 1980's, and in the fourth year of this project the University of Illinois researchers Armbruster, Anderson and Meyer (1991) studied the effectiveness of framing for the school year of 1987-1988. The hypothesis was that "...instruction using frames would produce greater learning than would the instruction from the teacher's edition, as measured by teacher-

made tests” (p.397). This study found that students, mainly in the fifth grade group, who used frames outperformed the students who did not by a significant percentage. The fourth grade groups did improve their comprehension of text, but did not outperform their counterparts significantly. The researchers explain the success of frames for comprehension of social studies text as such: framing “...may help students select important information for further cognitive processing” and “...help students organize information into a coherent mental structure” (p.411).

Guzzetti, Kowalinski and McGowan designed a literature-based approach to teaching social studies out of a shared perception that textbooks are not designed to motivate students to learn (Guzzetti, Kowalinski & McGowan, 1992). Social studies text have received much criticism for being dull, unorganized, sanitized and without clear connections to help students grasp the meaning of complex events and ideas (Sewall, 1988). They chose a literature-based unit on China largely because of student interest. They compared the district’s reading objectives for social studies content and reading to the literature-based unit, and found that 70% of the reading objectives were met and 68 % of the social studies objectives were met. This unit did help the students that used the literature-based approach successfully comprehend the China unit at a greater rate than traditional classrooms studying the same China unit. Attitudes toward social studies and reading did not change in the literature-based classrooms, which might be explained by the students not perceiving the literature-based unit as a social studies unit (Guzzetti, Kowalinski, & McGowan, 1992).

Summary of Information Obtained From Selected Sources

Two curriculum specialists and three Social Studies teachers from three different Washington state school districts were consulted and submitted information concerning integration of reading strategies into content area classrooms. Individuals contacted include:

1. Mike Luce, Reading Curriculum Specialist, Federal Way School District.
2. Nancy Skerritt, Curriculum Director, Tahoma School District.
3. Andy Cameron, Social Studies Department Chair, Federal Way School District.
4. Brian Curtis, Social Studies Teacher, Puyallup School District.
5. Jason Morse, Social Studies Teacher, Federal Way School District.

After obtaining information from the aforementioned selected sources it can be suggested that there is a need for new curriculum development which connects the Essential Learnings in Reading to daily lesson plans. An informal survey of Social Studies teachers in the Federal Way School District was conducted, and very few written lesson plans that connect reading strategies with content were made available. Teachers did provide material that vaguely connects reading strategies and content, which is used loosely as a part of their curriculum. Essential Learnings in Reading are not a focus for Social Studies teachers that were contacted.

Summary

Some research indicates that content area teachers can have success teaching their specific curriculum with a literacy focus. Experts like Horace Mann have stated clearly that a competent teacher cannot ignore his/her responsibility of teaching literacy.

Traditional content area teachers will argue that the teaching of reading is not their responsibility; however, when a student is given the Declaration of Independence to read at home for a class discussion, the student will be better prepared to understand the text if the content area teacher provides effective reading strategies.

Studies have shown that when a student uses pre-reading strategies, and finds a purpose for reading the text, then applying the appropriate reading strategy that links background knowledge to a schematic file, the student can be successful with comprehension of the text. Post-reading strategies that use journal writing techniques have shown significant reading comprehension improvement for many students involved in aforementioned studies.

When designing a social studies unit, a teacher can look at the research that indicates a correlation between the success of middle school students and the implementation of reading strategies along with the standard curriculum. The teaching of social studies (history) is dependent on the power of the written text. The main evidence that Paul Revere rode to Lexington and Concord on April 18, 1775 is the written record that has been passed down from generation to generation. Understanding the significance of this ride in a historical context lies with the student's ability to read the texts of many different authors and then draw personal conclusions as to what is history, and what is

fiction and fantasy. If social studies (history) students cannot comprehend the assigned text; the history classroom becomes a morgue for ideas.

There are only a few research studies dedicated to finding the effectiveness of reading strategies in the social studies (history) middle school classroom. More research should be done to determine the best reading strategies to implement; however, the previously mentioned research shows that when content area teachers take the time to focus on literacy, student achievement will follow in many cases. Four model U. S. History units were developed as part of the study to provide teachers with effective reading strategies that promote learning in their classrooms.

Chapter Three

Procedures for this Project

Introduction

The purpose of this project is to develop four model units that integrate reading strategies into a middle school U. S. History classroom. The project will include four units of study beginning with the American Colonial period of the seventeenth century and concluding with an in-depth focus on the American Civil War unit using a detailed schema. Primary and secondary historical texts will be used along with a novel within the four units of study.

Methods

A review of related literature was conducted, focusing on the relationship students have with text, and the research available as to what reading strategies best help the student comprehend historical text. Research indicates that when content area teachers focus on literacy their students outperform those that are taught using a more traditional approach.

Personal Experiences.

As a U. S. History teacher, I have had numerous occasions over the past eleven years to assign a reading that I thought would have a great impact on my students, only to find that a mere five out of thirty students actually read portions of the text before coming to class. Students would try to enter into the classroom discussions and debates that were to connect the assigned reading to the daily lesson; however, without the comprehension of the assigned reading, the discussion and debate would not be profitable.

In 1996, I began to explore which effective reading strategies would be wise to implement into my curriculum. I had taken a class at the University of Puget Sound entitled "Content Area Reading". This class gave me new faith in the possibilities of offering hope to students that struggle with history class as a result of the endless lists of facts presented with no connections being made to their world. The Content Area Reading class focused on the relationship students have with texts, and how educators can help students make valuable connections with the assigned reading.

I began to use some of the reading strategies that I learned in college in my U. S. History classroom in 1997. I noticed that many students entered my class with no thought of a pre-reading strategy to connect background knowledge to their existing schematic files. For most students, the lack of vocabulary, purpose and interest prohibited them from attempting the comprehension of historical text.

When assigning short passages from the textbook, I implemented some reading strategies that helped a small group of my students' comprehension; however, I have recently integrated the novel Uncle Tom's Cabin, by Harriet Beecher Stowe (1850/1995), into the U. S. History curriculum and discovered a greater need to introduce reading strategies. This past year was the second year of this integrated curriculum, and I am finding many of my students lacking in basic levels of reading comprehension which fuels the success of this unit.

The Federal Way, Washington district has recently decided to make literacy the primary focus for the next ten years. We have specific goals for all of our students to be reading at or above grade level. This focus has aided me in the conclusion that this project will do the most good for my particular school, department and class.

When I tried to promote a content area reading focus to my fellow teachers, I met with resistance. I needed specific research to support my beliefs concerning the content area teacher's responsibility to teach reading strategies as a primary focus of his/her classroom instruction. I also experienced teachers who are adamant about their distaste for "new programs" from the district and state level. They insist that all of the "new programs" come and go, and education of children is based largely on parental support of the child and their willingness to work at the job of learning. I find some truth in this statement; however, the cold fact is that we have children in our classrooms that cannot read the assigned text, and arguing about who is at fault will not help those students successfully comprehend the assigned reading.

Organization and Synthesis of Related Literature.

I began with a brief introduction of how content area reading instruction became a focus in American public schools. As I planned to implement a content area reading program in my school, I thought about the need to describe related sources on how implementation of a reading focus in content area classrooms has transpired in the United States. A large part of that implementation is the use of effective reading strategies.

Books such as Content Area Reading: Literacy and Learning Across the Curriculum (Vacca & Vacca, 1999) and Reading and the Middle School Student (Irvin, 1998) have been written as to the "how and what" of reading strategies that should be included in a content area classroom; however, I decided to explain the question of why reading strategies should be taught by presenting primary research studies that indicate a correlation between student comprehension and specific reading strategies. I then

proceeded to find primary research that supported the same correlation, with middle school social studies in particular.

My search for primary sources was successful in many ways, and it is my intention to share that information in this project. My goal has been to support quality secondary sources concerning the effectiveness of reading strategies with research that validates the effectiveness of those reading strategies in order to give teachers confidence in their implementation.

Overview of the Project

The four model U.S. History units that integrates reading strategies should help students better comprehend reading assignments that include both primary and secondary historical text. The reading strategies that are included within the units are all researched examples to support their effectiveness in the comprehension of the assigned readings. These units can be condensed into smaller ones that a teacher can use as a way to experiment in the classroom. Collegial support in the district, school and team-teaching classroom supported my efforts to implement this content area reading focus.

Chapter Four

The Project

Four model U.S. History units have been developed for the 8th grade U. S. History classes at Totem Junior High School in Federal Way Washington. The units include:

Unit One- Exploration and Colonization of the New World

Unit Two- The Creation of the American Nation

Unit Three- The Westward Expansion of the American Nation

Unit Four- The Nation is Torn Apart by a Civil War

The format for each unit is based upon the text to be read, the reading strategies that will be integrated into the unit, and the key issues that will be considered within the unit. Each unit is then divided into two separate but corresponding categories. The left hand side lists the content and reading objectives for a particular lesson and how that lesson is connected to the essential learnings in history. On the right hand side is a corresponding reading strategy and assessment that integrates the U.S. History content being studied. The reading strategy and assessment are then connected to the essential learnings in reading.

The first three units provide a general outline and broad approach to integrating reading strategies into the U.S. History curriculum; whereas, unit four, “The Nation is Torn Apart by a Civil War”, is an in-depth look at what should go into a U.S. History unit of study that thoroughly integrates reading strategies into each daily lesson plan. Unit four was developed as an example of how a U.S. History teacher can effectively integrate reading strategies that will help students comprehend complex issues found in the study of U.S. History.

Four Integrated Reading/ U. S. History
Units for 8th Grade Students
at Totem Junior High School

Federal Way School District
Totem Junior High School

Christopher Matthew Jorgensen, Instructor

February 2002

Unit One: Exploration and Colonization of the New World

History Text: Chapters 3, 4, 5 and 6

Additional Reading: Voices Of Freedom, The Journal of Christopher Columbus, Newspaper articles of the Salem Witch Trials, The Mayflower Compact.

Reading Strategies: KWL-Reflective Journal Writing, SQ3R, Inquiry-Based Socratic Seminar, Summary Writing, Compare and Contrast Summaries, Cause and Effect Summaries, Small Group Discussions, Predicting Future Outcomes, Reading Logs and Vocabulary Building using: Context Clues, Prefixes/ Suffixes and a Webster's Collegiate Dictionary.

Key Issues to Consider: Ethnocentrism, Reformation in Europe, European Renaissance, Racism, European Greed, Puritanism, Representative Government, Rights of the Accused, Separation of Church and State, and Limited Power of the Government.

Content Objectives/ History Essential Learning

History and Reading Objectives (Students should be able to):

Write a 5 paragraph essay describing whether Christopher Columbus was a courageous hero or a glory-seeking, self-serving villain. After reading Columbus' Journal students will write a persuasive essay that argues one point of view over another.

**Essential Learning: History 1.2,1.3, 2.1,2.2*

Complete a chart that depicts the European explores of the New World. The chart will be developed based on student original research and textbook reading. Cause and Effect summaries will be written that connect explorers with the colonization of the New World.

**Essential Learning: History 1.1,1.2, 2.1, 3.3*

Reading Strategy and Assessment/ Essential Learning

In order to comprehend the historical text students will:

Use the KWL-Reflective Journal reading strategy to determine what students know and what students want to know concerning Christopher Columbus and the discovery of the New World. Students will focus on whether they consider Columbus to be a hero or a villain.

**Essential Learning: Reading 1.3, 2.3,3.1,4.3*

Assessment also done with the L portion of the KWL and the persuasive essay that they will write. Students will keep a reading log with specific goals for daily reading outside of class.

Essential Learning: Reading 4.1,4.2

Predict future outcomes by researching facts about key explorers and how their discoveries will eventually lead to the colonization of the New World. Students will write cause and effect summaries that connect the explorer to colonization.

**Essential Learning: Reading 1.3, 1.5, 2.1,3.1,3.2*

Content Objectives/ History Essential Learning

History and Reading Objectives (Students should be able to):

Write a 5 paragraph essay that compares and contrasts the Jamestown Colony to the Plymouth Colony. Students will read original documents from this time period describing the lives of the colonists in each settlement.

**Essential Learning: History 1.2, 1.3, 2.1, 2.3,3.2*

Participate in a mock courtroom reenactment of the Salem Witch Trials. After researching the Salem Witch Trials the students will know what the rights of the accused were and the powers of the courts to predict outcomes. Students will be assigned to either be the accused, a witness or a judge.

**Essential Learning: History 1.1,1.3,2.1,2.2,2.3,3.1*

Participate in an inquiry-based Socratic Seminar to investigate the impact and significance of the Mayflower Compact (William Bradford and the Pilgrims of the Plymouth Colony, 1620) on future American Colonial life and the future nation.

**Essential Learning: History 1.1, 2.1,2.2,2.3,3.1,3.2*

Reading Strategy and Assessment/ Essential Learning

In Order to comprehend the historical text students will:

Use the SQ3R reading strategy considering the similarities and differences between the Jamestown and Plymouth Colonies. Students will be asked to find vocabulary words that are unfamiliar to them during the S portion of the SQ3R, and use context clues, prefixes/suffixes and the dictionary to define the unknown words. Students will then write a 5 paragraph compare and contrast essay.

**Essential Learning: Reading 1.1, 1.2, 1.3, 1.5, 2.2,3.2*

Use small group discussions to report findings and summarize historical documents pertaining to the Salem Witch Trials. Students will then prepare for their duties during the mock courtroom reenactment. Predictions of outcomes will be made before the official historical results of the Salem Witch Trials will be revealed.

**Essential Learning: Reading 1.3, 1.5,2.1,2.2,2.3,3.1,3.2*

Assessment of student comprehension will also include a fictional writing exercise (Quantum Leap) that places the student back in 1692 Salem where the student will have to write a defense of an accusation that they are accused of practicing witchcraft.

Use an inquiry-based approach to the text of the Mayflower compact by participating in a Socratic Seminar. The Seminar should focus on the text and not allow students to bring in opinion without specific reference to the Mayflower Compact.

**Essential Learning: Reading 1.3,2.1,2.2,2.3,3.1,3.2,4.2,4.3*

Unit Two: The Creation of the American Nation

History Text: Chapters 7, 8, and 9

Additional Reading: The Declaration of Independence, The American Constitution and Bill of Rights, Voices of Freedom, and various Supreme Court decisions.

Reading Strategies: KWL-Reflective Journal Writing, SQ3R, Inquiry-Based Socratic Seminar, Summary Writing, Compare and Contrast Lists and Summary Writing, Cause and Effect Relationship Summary Writing, Small Group discussions, Predicting Future Outcomes, Reading Logs, and Vocabulary Building using: Context Clues, Prefixes/Suffixes and Webster's Collegiate Dictionary.

Key Issues: Taxation Without Representation, Despotism, Tyranny, Propaganda, Loyalty to the Crown, Representative Government, Checks and Balances, Limitation of Powers, Living Documents, Rights of the Accused, Separation of Church and State, Local Government, Federalism/ Anti-federalism, and Liberty.

Page

Content Objectives/ History Essential Learning

History and Reading Objectives (Students should be able to):

Create a Mind Map describing the cause and effect relationships between: The French and Indian War, Taxes, The Boston Massacre (Propaganda), The Boston Tea Party, The Intolerable Acts, and The Sons of Liberty on the outbreak of the American Revolution.

**Essential Learning: History 1.1, 1.2, 2.1,2.2,3.2*

Participate in an inquiry-based Socratic Seminar considering the importance and impact of the Declaration of Independence on the Revolutionary War and the future American Nation.

**Essential Learning: History 1.2,2.1,2.2,2.3,3.2*

Reading Strategy and Assessment/ Essential Learning

In order to comprehend the historical text students will:

Use the KWL-Reflective Journal reading strategy to find the cause and effect relationships of events that caused the American Revolution.

**Essential Learning: Reading 1.3, 2.1, 2.3, 3.1,3.2,4.3*

Use Reading Logs to monitor daily reading progress throughout this unit.

**Essential Learning: Reading 4.1,4.2*

Use an inquiry-based Socratic Seminar to determine the key concepts found within the Declaration of Independence. Students will use vocabulary building strategies such as context clues and prefixes/suffixes.

**Essential Learning: Reading 1.1,1.2,1.3,2.1,2.1,3.2,4.3*

Historical Content Objectives/ Essential Learning

History and Reading Objectives (Students should be able to):

Participate in small group discussions to determine the uses of propoganda while examining the newspaper articles by Samuel Adams, the engraving/painting and poem by Paul Revere on the Boston Massacre.

**Essential Learning: History 1.1,1.3,2.2,2.3,3.1,3.3*

Write a compare and contrast 5 paragraph essay that reflects understanding of the American Constitution as compared with modern day Chinese Communist Government. Students should focus on human rights and limitations of the federal government.

**Essential Learning: History 1.1,1.2,2.1,2.3,3.1,3.2*

Participate in mock Supreme Court cases as either a Supreme Court justice, a defendant or a lawyer. Students will write out predictions of what they think the final ruling should be, based on the facts of each case and their understanding of the American Constitution.

**Essential Learning: History 1.2,2.1,2.2,2.3*

Reading Strategy and Assessment/ Essential Learning

In order to comprehend historical text students will:

Use small group discussions to analyze and summarize the uses of propoganda by the Sons of Liberty, Samuel Adams and Paul Revere in their writings on the Boston Massacre. From these small group discussions students will be expected to write their own piece of fictional propoganda, but from the perspective of a British Loyalist.

**Essential Learning: Reading 1.3,1.4,2.1,2.2,2.3,3.2*

Use the SQ3R reading strategy while reading the American Constitution and information regarding the Chinese communist government. Students will look for similarities and differences between the two and then write a compare and contrast summary.

**Essential Learning: Reading 1.3,1.5,2.1,2.3,3.1,3.2*

Use the Q of the SQ3R reading strategy to predict what questions should be asked by Supreme Court justices involved in the cases. These answers to these questions will then lead students to the writing of cause and effect summaries that describe why the Supreme Court made their decisions.

**Essential Learning: Reading 1.3,2.1,2.2,3.2,4.3*

Unit Three: The Westward Expansion of the American Nation

History Text: Chapters 11, 12, and 13

Additional Readings: Undaunted Courage by Stephen Ambrose, Lewis and Clark Journals, and Trail of Tears readings.

Reading Strategies: KWL-Reflective Journal Writing, SQ3R, Inquiry-Based Socratic Seminar, Summary Writing, Compare and Contrast lists and writings, Cause and Effect Summary Writings, Small Group discussions. Predicting Future Outcomes, Vocabulary Building using: Context Clues, Prefixes/Suffixes, and Webster's Collegiate Dictionary.

Key Issues: Manifest Destiny, Ethnocentrism, Compromise, Popular Sovereignty, States Rights, The Age of Jefferson, The Age of Jackson, Democracy, Louisiana Purchase, Nationalism, Industrial Revolution, The Monroe Doctrine, Indian Removal Act, and Imperialism.

Content Objectives/ History Essential Learning

Reading Strategy and Assessment/ Essential Learning

History and Reading Objectives (Students should be able to):

In order to comprehend the historical text students will:

Write a 5 paragraph cause and effect summary describing why and how the young American Nation expanded so quickly to the West. Students will focus on Manifest Destiny as a theme for their essay.

Use the KWL-Reflective Journal reading strategy to determine the cause and effect relationship of the doctrine of Manifest Destiny and the Westward expansion of the American Nation.

**Essential Learning: History 1.1,1.2,2.13.1,3.2*

**Essential Learning: Reading 1.3,2.3,3.1,4.3*

Write 3 compare and contrast paragraphs depicting the similarities and differences between the Compromise of 1820 and the Compromises of 1850 and 1854.

Use small group discussions to develop a compare and contrast list of the similarities/ differences between the Compromise of 1820 and the compromises of 1850 and 1854.

**Essential Learning: History 1.2,2.1,2.2,2.3,3.1*

**Essential Learning: Reading 1.3,1.5,2.1,2.2*

History and Reading Objectives (Students should be able to):

Participate in an inquiry-based Socratic Seminar to determine the significance of the Lewis and Clark expedition on the future of the American Nation.

**Essential Learning: History 1.1,1.2,1.3,2.1,2.3*

Present a case against the United States as a prosecuting attorney for crimes against humanity and the Cherokee Nation in regards to the Trail Of Tears, based on the Indian Removal Act. Power Point presentations will be used to make the case against the United States.

**Essential Learning: History 1.1,1.2,2.3,3.2*

In order to comprehend the historical text students will:

Use an inquiry-based approach to the Lewis and Clark journals and Undaunted Courage by Stephen Ambrose by participating in a Socratic Seminar.

**Essential Learning: Reading 1.3,2.1,2.2,2.3,3.2,4.3*

Use SQ3R reading strategy to develop a case against the United States for crimes against humanity. Students will develop questions from their reading with a focus on the development of their case.

**Essential Learning: 1.3,1.5,2.1,2.2,4.3*

Unit Four: The Nation is Torn Apart by a Civil War

History Text: Chapters 15, 16 and 17

Additional Reading: Uncle Tom's Cabin by Harriet Beecher Stowe, War, Terrible War by Joy Hakim, Emancipation Proclamation, and The Gettysburg Address.

Reading Strategies: KWL- Reflective Journal Writing, SQ3R, Inquiry-Based Socratic Seminar, Summary Writing, Compare and Contrast Lists and Writings, Cause and Effect Relationship Writings, Small Group Discussions, Predicting Future Outcomes, Vocabulary Building using: Context Clues, Prefixes/ Suffixes, and following directions from informational text.

Key Issues to Consider: Slavery, States Rights, Racism, Westward Expansion, Economic Differences between the North and the South, Abolition of Slavery, Propaganda, Emancipation, Northern/ Southern Military Strategy, Popular Sovereignty, Secession, Underground Railroad, Fugitive Slave Law, The Dred Scott Case, Draft Riots, Habeas Corpus Rights, and Reconstruction.

Content Objectives/ History Essential Learning

History and Reading Objectives (Students should be able to):

Explain the Causes of the American Civil War from both the Northern and Southern perspectives

**Essential Learning: History 1.1,1.2,1.3,2.2,3.1.3.2*

Compare and Contrast the difference between the Northern and Southern view concerning the causes of the American Civil War

**Essential Learning: History 1.2,2.1, 2.2, 2.3,3.1*

Reading Strategy and Assessment/ Essential Learning

In order to comprehend the historical text students will:

Use the KWL- Reflective Journal reading strategy to determine what students want to know concerning the causes of the American Civil War

**Essential Learning: Reading 1.3, 2.3,3.1,4.3*

Use the SQ3R reading strategy and write a Compare and Contrast 5 paragraph essay considering the differences between the Northern and Southern views concerning the causes of the American Civil War

**Essential Learning: Reading 1.3,1.5,2.1,2.2*

Assessment of comprehension is based on the L of KWL and the quality of SQ3R answers. Also the compare and contrast essay and a standard test of basic concepts will be used to assess comprehension

Historical Content Objectives/ Essential Learning

History and Reading Objectives (Students should be able to):

Successfully participate in an inquiry-based Socratic Seminar to determine the significance of the Middle Passage (Slaves brought to the New World) on American History and the Civil War.

**Essential Learning: History 1.1, 1.2, 1.3, 2.1,2.3*

Write a summary of a primary source detailing the experience of slaves involved in the Middle Passage.

**Essential Learning: History 2.2,2.3*

Write a fictional story that "Quantum Leaps" the student back into the past as a slave on a slave ship from Western Africa to the New World. The student will successfully demonstrate understanding by writing with accuracy and detail.

**Essential Learning: History 1.1, 1.2, 2.3, 3.2*

Determine key/difficult concepts and vocabulary words that are in the Novel Uncle Tom's Cabin by Harriet Beecher Stowe. Define key terms in their own language to insure understanding.

**Essential Learning: History 2.2, 2.3*

Successfully summarize assigned chapters in Uncle Tom's Cabin by Harriet Beecher Stowe. Students will consider character development, the intended audience, and purpose of the author when determining the summaries of each

Reading Strategy and Assessment/ Essential Learning

In order to comprehend historical text students will:

Use an inquiry-based approach to the text of the Middle Passage by participating in a Socratic Seminar.

**Essential Learning: Reading 1.3, 2.1, 2.2, 2.3, 3.2*

Use a cause and effect summary chart to summarize a primary source detailing the experience of slaves involved in the middle passage.

**Essential Learning: Reading 2.1,2.2, 3.2*

Use a fictional writing prompt to encourage predictions of historical events based on comprehension of text. Motivate the reader to have a purpose for reading and increase the interest in the historical text.

**Essential Learning: Reading 1.3, 1.4, 2.1*

Assessment of reading comprehension will also be done by completing a short answer essay test on the Middle Passage reading.

Use context clues, dictionary and prefixes/suffixes to determine key concepts/ vocabulary words that are difficult and unknown to the student. A list of words will be defined by each student from every chapter assigned.

**Essential Learning: Reading 1.1, 1.2*

Understand author's purpose, character development, plot development and literary devices to determine meaning in text.

**Essential Learning: Reading 3.3, 4.3*

Content Objectives/ History Essential Learning

History and Reading Objectives (Students should be able to):

Understand the powerful implications of Uncle Tom's Cabin on American society by writing a 5 paragraph essay that describes the emotion, propaganda, and influence that this book had on the American mind of the 19th Century.

**Essential Learning: History 1.1, 1.2, 1.3, 2.2, 2.3*

Successfully follow directions and complete a set of 6 maps on the American Civil War.

**Essential Learning: History 1.1, 1.2, 3.2*

Write a cause and effect paragraph that links one map to the next chronologically

**Essential Learning: History 1.1, 1.2, 2.2*

Research and write summaries of important Civil War historical figures that had a major impact on the fighting of the war.

**Essential Learning: History 1.2, 2.1*

Reading Strategy and Assessment/ Essential Learning

In order to comprehend historical text students will:

Read in a way that focuses on the author's purpose and use of literary devices to influence her audience. Readers should consider the historical framework and the personal background of Harriet Beecher Stowe as a determined abolitionist. Students should look for emotional phrases and evidence of bias and propaganda.

**Essential Learning: Reading 1.4, 1.5, 2.1, 2.2*

Assessment of understanding will also be completed with a daily quiz on the assigned reading and a final exam on Uncle Tom's Cabin.

Follow detailed directions while completing a series of 6 Civil War Maps. Students will be encouraged to read the directions carefully before they begin completing their maps.

**Essential Learning: Reading 1.5, 2.1, 3.1, 3.2*

Read the Civil War maps, once they are completed, and determine the connections between the maps in a chronological sense. Students should be able to show understanding by looking at how key concepts of history, such as economic differences, can affect the growth of our nation as seen on a map.

**Essential Learning: Reading 1.5, 2.1, 2.2, 3.2*

Assessment of learning will also include a Civil War map test

Research and find key concepts and ideas that determine which Civil War historical figures the student should research and what is important to include within a summary.

**Essential Learning: Reading 1.3, 2.1, 2.2, 3.1*

Content Objectives/ History Essential Learning

History and Reading Objectives (Students should be able to):

Predict the outcomes of Civil War battles before they find out the final results by writing what strategy they will use in a fictional battle using all of the facts that lead up to the actual battle. Students will research the facts surrounding the battle and then write their fictional battle strategy.

**Essential Learning: History 1.1, 1.2, 2.1,2.2*

Reading Strategy and Assessment/ Essential Learning

In order to comprehend the historical text students will:

Use prediction strategies based on research that analyzes maps, charts and circumstances that lead up to each Civil War battle.

**Essential Learning: Reading 1.3, 2.1, 2.2, 3.2*

Assessment will also include a final examination on the American Civil War.

Use Reading Logs to determine goals for reading assignments and to keep track of the Uncle Tom's Cabin reading, and all other reading assignments connected with the Civil War. The reading logs will include feedback from the teacher on the progress of the student towards their goals.

**Essential Learning: Reading 4.1, 4.2 4.3*

Causes of the American Civil War

K-W-L Reflective Journal Writing Exercise

Students will have journals kept by the teacher for them in the classroom, organized by tables or rows and separated by class.

K- Students will write down everything they know about potential causes of the American Civil War.

W- Students will write down everything they want to learn concerning the potential causes of the American Civil War.

The teacher will then lead a classroom discussion concerning the various causes of the American Civil War using the students' **K** and **W** to propel the discussion.

The teacher should then store the journals away until the students have read and demonstrated comprehension of the text that focuses on the potential causes of the American Civil War.

L- Students will now receive their journals from the teacher and review what they wrote in the K and W sections of the journal, and then write down what new concepts and information they have learned from the reading.

Potential Causes of the American Civil War include: Slavery, Industry of the North, Population explosion in the North, Economic differences of the North and South, Eli Whitney's Cotton Gin, Racism, States' Rights, Abolitionism and Uncle Tom's Cabin written by Harriet Beecher Stowe, Fredrick Douglas, The Underground Railroad, Missouri Compromise, Popular Sovereignty, Compromise of 1850, Fugitive Slave Law, Kansas-Nebraska Act, Dred Scott Decision, John Brown and Harpers Ferry, and finally the election of 1860.

Name _____
Date _____ Period _____

Pre-Civil War Test

US History

1. The _____ permitted slavery south of the 36°30' N and banned it north of 36°30'.
2. Why was it important for a slave state and a free state to be admitted to the United States at the same time? (Think in terms of the Senate).

3. Under the compromise of 1850, how would slavery be decided in the Utah and New Mexico territories?

4. Under the Missouri Compromise _____ was admitted as a slave state and _____ was admitted as a free state.

5. _____ was admitted as a free state under the compromise of 1850.

6. Define and explain the Fugitive Slave law.

7. The Kansas-Nebraska Act opened the Kansas and Nebraska territory to slavery by popular _____.

8. _____ made slavery a moral issue.

9. How did the Kansas-Nebraska Act go against the Missouri Compromise?

10. How did the Supreme Court rule in the Dred Scott decision? What was the significance of the Dred Scott decision?

Essay Question:

Explain how the following events led to the Civil War – Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, Election of 1860.

SQ3R- Reading Strategy/Compare and Contrast Writing Assignment

Northern and Southern Views of potential Causes of the American Civil War

Reading Materials Include: The American Nation text pp. 350-389, American History Customized Reader pp. 77-86, War, Terrible War pp.9-44

S- (Survey) Students are taught to survey the reading before they begin the actual reading. The students should concentrate on the titles, headings, vocabulary words that are highlighted, pictures, maps and graphs. The survey should give the students an overall perspective of the chapter and what will be included. The theory is that if students practice pre-reading strategies before they read, they will build a schematic file that organizes the reading in their minds before the reading is complete.

Q- (Question) Students will then take the titles of chapters and headings and turn them into questions. These questions should be made while predicting what the information provided will answer. The students should develop questions that they predict will be in the text and questions to which they are interested in finding the answers.

R- (Read) Students then will read the text after the pre-reading exercises have been completed. The students should be reading in a way that will provide answers to the questions they developed.

R- (Recite) The students will be broken up into small groups. Each student will bring their questions to the group and, while reading a section out loud, the group will then answer the question in a discussion format.

R- (Review) The students will then answer their questions and review the reading of the chapter.

Compare and Contrast Writing

After the SQ3R reading strategy is performed students will be assessed by writing down a list that compares the Northern and Southern views concerning the causes of the American Civil War. Then the students will write a 5 paragraph essay that compares and contrasts the Northern and Southern views.

NAME _____

DATE _____ PD. _____

BACKGROUND ISSUES TO THE CIVIL WAR--QUIZ 1

DIRECTIONS: Using your maps and notes, answer the following completely and accurately.

1. In 1803, the United States acquired the _____ Purchase from France.
2. In 1850, which two territories were allowed Popular Sovereignty to decide on slavery?

3. In 1854, the area you live in now was called _____
4. What does it mean to "nullify" something? _____

5. In 1832, the state of _____ used the _____
to declare a Federal _____ null and void.
6. The belief that states should be able to choose their course of action regarding slavery is called

7. What were the four provisions of the Compromise of 1850?
 1. _____
 2. _____
 3. _____
 4. _____
8. Under the terms of the Missouri Compromise of 1820, which two states were admitted to the Union?
_____ as a slave state _____ as a free state
9. Also under the terms of the Missouri Compromise, the area north of the 36°30' parallel was
_____ to slavery, while the area south of the line was _____ to slavery.
10. How many presidential candidates were there in 1860? _____ Name the parties involved:

11. "Popular Sovereignty" means _____

12. What was *Uncle Tom's Cabin*, and why was it so important? _____

13. Who won the election of 1860? _____

14. In the election of 1860, the Northern states voted for _____, while the deep South voted for _____.

15. John Brown was a _____ who would do anything to end slavery.

16. The term "secede" means to _____.

17. What two things did the Supreme Court rule in the Dred Scott case?

1. _____

2. _____

18. The Kansas-Nebraska Act led to many violent clashes between _____ forces and _____ forces.

(hint: use "pro-" and "anti-")

The Middle Passage (Bringing Slaves to the New World)

Inquiry-Based Socratic Seminar/Summary Writing

*Please refer to the Appendix concerning the philosophy and practical set-up of a Socratic Seminar.

The Middle Passage article will be handed out the day before the class period. Students will be asked to write a one-page summary of the article before class. Those that complete the summary will use this as a ticket to attend the seminar.

10 students that successfully complete the summary of the reading will participate in the seminar. The remaining students make up the outside circle of the seminar with one seat left open as a "hot seat" for students in the outside circle that would like to contribute to the seminar.

The teacher should sit in the inner circle and facilitate the discussion. The teacher's questions should be inquiry-based that focus on the text that was provided for reading the night before. The opinions and side-tracks of students should be stifled by the teacher, continually **forcing the students back to what the text had to say.**

Socratic Seminar Observation Form

Observer _____ Date _____

Reading/Item _____

Opening Question _____

Persons observed	Listens	Uses Text	Responds to Q	Asks Q	Comments (use words or numbers)
1.					
2.					
3.					
4.					
5.					

Comments – use these numbers for comments:

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. Has an excellent idea 2. Asks a good question 3. Outstanding participation; includes responding, asking questions, paraphrasing, and deferring | <ul style="list-style-type: none"> 4. Needs to speak more 5. Needs to listen more carefully 6. Calls out; interrupts 7. Puts down others' ideas |
|---|---|

What is the most interesting idea you heard in the seminar?

What do you wish you had heard, or what would you have contributed if you had been a participant?

How would you rate the seminar? (Check one)

- Excellent (everyone listened, participated, had good ideas, did not interrupt)
- Good (generally, everyone participated, but the seminar could have better ideas/behavior)
- Fair (side talk, interruptions, students distracted)
- Poor (lots of side talk, interruptions, rude behavior)

THE MIDDLE PASSAGE

QUANTUM LEAP

TITLE: "The Middle Passage"

You have just been "quantum leaped" and find yourself aboard a ship bound across the middle passage.....

Drawing upon your experience in class and the readings we have done, write a one-page paper which describes your feelings, the sights, the sounds, the smells, your fears and uncertainty about the future...

This is due on _____

Name _____
Date _____ Period _____

The Middle Passage

1. Who was the first European to take slaves from Africa? What year did this happen?
2. What was the journey from Africa to America called?
3. Who helped the European slave traders capture slaves? Why?
4. How long was the average journey across the middle passage?
5. When did Britain get rid of the slave trade?
6. When did the last slave ship cross the Atlantic?

Uncle Tom's Cabin by Harriet Beecher Stowe

Vocabulary Help designed for 8th grade students by Chris Jorgensen

Special Assistance of editing: Jane Jorgensen and Kyle Bosshart

*Special Thanks to Jason Morse

Chapter 1

- 1.pretension: an allegation of doubtful value; false show
- 2.Wilberforce: Englishman against slavery
- 3.patriarchal: one of the scripture fathers of the human race or of the Hebrew people; one revered as father or founder
- 4.magnanimity: the quality of being magnanimous; loftiness of spirit enabling one to bear trouble calmly, to disdain meanness and revenge, and to make sacrifices for worthy ends
- 5.benevolent: marked by or disposed to doing good; charitable nature
- 6.pietty: the quality or state of being pious; devoutness
- 7.incredulity: disbelief

Chapter 2

- 1.indulged: to give free rein to
- 2.refinement: to free from moral imperfection
- 3.quadron: a person of one-quarter Negro ancestry
- 4.mulatto: the first-generation offspring of a Negro and a white
- 5.adroitness: having or showing skill; cleverness
- 6.ingenuity: skill or cleverness in devising or combining
- 7.Whitney's cotton gin: a machine of this description was really the invention of a young colored man in Kentucky
- 8.tyrannical: characterized by oppressive, unjust, or arbitrary behavior or control
- 9.erect: to put up by the fitting together of materials or parts
- 10.inferiority: situated lower down
- 11.astounded: to fill with bewilderment or wonder
- 12.remonstrated: to present and urge reasons in opposition
- 13.compensation: something that constitutes a payment
- 14.peculiarly: characterized of only one person, group, or thing; distinctive
- 15.interposed: to put one self between
- 16.transfixed: to pierce through with or as if with a pointed weapon
- 17.irresistible: impossible to resist
- 18.ebullition: a sudden violent outburst or display
- 19.tyrant: an absolute ruler unrestrained by law or constitution
- 20.conjectured: a conclusion or guesswork
- 21.determination: a judicial decision settling and ending in controversy
- 22.drudgery: dull, irksome, and fatiguing work

- 23.repress: to curb; subdue; restrain; suppress
- 24.discretion: ability to make responsible decisions
- 25.complacency: satisfaction to please greatly
- 26.adorned: to decorate esp. with ornaments
- 27.liberality: one who is open-minded
- 28.maternal: of, relating to, belonging to, or characteristic of a mother
- 29.tranquillized: to relieve of mental tension
- 30.inducement: a motive or consideration that leads one to action; to bring on or about
- 31.toil: struggle or battle
- 32.vexation: the act of harassing

Chapter 3

- 1.ethics: the discipline dealing with what is good and bad with moral duty and obligation

Chapter 4

- 1.congenial: having the same nature, disposition, or tastes; agreeable
- 2.glistening: glitter, sparkle
- 3.superintending: to have or exercise the charge and oversight of
- 4.rheumatic: relating to, characteristics of, or affected with rheumatism (a disorder marked by pain in muscles or joints)
- 5.daguerreotype: an early photograph produced on a silver or a silver-covered copper plate; also the process of producing such photographs
- 6.dignified: to give distinction to
- 7.humble: not proud or haughty, not arrogant or assertive
- 8.simplicity: the state of being simple or uncompounded
- 9.endeavoring: to strive to achieve; to attempt
- 10.innumerable: too many to be numbered
- 11.edification: instruction and improvement, esp. in morality
- 12.recompense: to pay for; to return in kind
- 13.vittles: victuals; provisions
- 14.immensely: marked by greatness esp. in size or degree
- 15.facetious: jocular in an often clumsy or inappropriate manner
- 16.briskness: pleasingly tangy
- 17.flourished: a period of thriving
- 18.earnestness: characterized by or proceeding from an intense and serious state of mind
- 19.contemptuously: manifesting, feeling, or expressing contempt (disdain)
- 20.witticism: a cleverly witty and often biting or ironic remark
- 21.sanguinary: bloodthirsty, murderous
- 22.benighted: overtaken by darkness or night
- 23.obstreperous: marked by unruly or aggressive noisiness
- 24.couched: to lay (oneself) down for rest or sleep
- 25.indistinctness: not distinct
- 26.formidably: causing fear, dread, or apprehension
- 27.exhortations: language intended to incite and encourage
- 28.intervals: a space of time between events or states
- 29.capering: to leap or prance about in a playful manner

- 30.occurrence: something that occurs
- 31.abated: to put an end to
- 32.composure: a calmness or repose esp. of mind, bearing, or appearance
- 33.accommodations: something supplied for convenience or to satisfy a need as lodging, food and services or traveling space and related services
- 34.complacently: complacence; satisfaction, esp. self-satisfaction
- 35.arrangements: the state of being arranged
- 36.indefinite: typically designating an unidentified or not immediately identifiable person or thing
- 37.precisely: definite; highly accurate; exact
- 38.catastrophe: the final event of dramatic action, esp. of a tragedy
- 39.decidedly: free from doubt or wavering
- 40.admonition: gentle or friendly reproof
- 41.intonation: the act of intoning and esp. of chanting; the rise and fall in pitch of the voice in speech
- 42.indefinite: typically designating an unidentified or not immediately identifiable person or thing
- 43.incessant: continuing or following without interruption
- 44.impassioned: filled with passion or zeal; showing great warmth or intensity of feeling
- 45.imaginative: of, relating to, or characterized by imagination
- 46.rejoicingly: to give joy to
- 47.chronicle: list, describe
- 48.commendable: to entrust for notice
- 49.morale: moral principles, teaching, or conduct
- 50.predominant: to exert controlling power or influence
- 51.cultivation: the act or art of cultivating or tilling
- 52.enriched: to make rich or richer by the addition or increase of some desirable quality, attribute, or ingredient
- 53.edified: to instruct and improve, esp. in moral and religious knowledge
- 54.excelled: to be superior to
- 55.unconsciously: not knowing or perceiving; not aware
- 56.pious: marked by or showing reverence for deity and devotion to divine worship
- 57.devotional: a short worship service
- 58.utensils: an implement, instrument, or vessel used in a household and esp. a kitchen
- 59.disagreeable: causing discomfort
- 60.valise: traveling bag
- 61.suppressed: to put down by authority or force
- 62.musing: thoughtfully abstracted
- 63.obliged: to constrain by physical, moral, or legal force or by the exigencies of circumstance
- 64.haughtily: blatantly and disdainfully proud
- 65.expositions: a setting forth of the meaning or purpose (as of writing)
- 66.humane: marked by compassion, sympathy, or consideration for a other human beings or animals

Chapter 5

- 1.haggard: not tamed
- 2.lugged: to pull hair or ear, or drag
- 3.indignation: anger aroused by something unjust, unworthy, or mean
- 4.vehemently: marked by forceful energy
- 5.intercede: to intervene between parties with a view to reconciling differences
- 6.pecuniary: consisting of or measured in money
- 7.inconvenience: put to trouble
- 8.paltry: inferior; trashy
- 9.negligently: marked by or given to neglect
- 10.verandah: roofed open gallery or portico attached to the exterior of a building
- 11.vague: not clearly expressed
- 12.indiscreet: not showing good judgement; imprudence
- 13.promenade: a leisurely walk or ride
- 14.impropriety: the quality or state of being improper
- 15.considerably: to think about carefully
- 16.imprudence: lacking discretion
- 17.wistfully: full of unfulfilled longing or desire
- 18.protracted: to prolong in time
- 19.consequence: the conclusion of a conditional sentence

Chapter 6

- 1.ensuing: to strive to attain
- 2.astonishment: the state of being amazed
- 3.hesitated: to hold back in doubt or indecision
- 4.connived: to pretend ignorance of or fail to take action against something one ought to oppose
- 5.ejaculating: to utter suddenly and strongly
- 6.apprize: to value; to appreciate
- 7.fluency: capable of moving with ease and grace
- 8.fervency: fervor (marked by great warmth of feeling; ardent)
- 9.immeasurable: incapable of being measured
- 10.indescribable: that which cannot be described
- 12.decorum: conformity to accepted standards of conduct; propriety; orderliness
- 13.cowered: to shrink away or crouch, quivering (as in abject fear or grave distress) from that which menaces, domineers, or dismays
- 14.plaguy: causing irritation or annoyance
- 15.gulled: to take advantage of (one who is foolish or unwary)
- 16.unceremonious: not ceremonious
- 17.insinuations: to introduce gradually in a subtle or indirect way; to hint or imply
- 18.dignified: showing or expressing dignity
- 19.unprecedented: having no precedent; novel, new
- 20.accessory: a thing of secondary or subordinate importance
- 21.profoundly: having intellectual depth and insight; deeply felt, intense
- 22.sententiously: using wise sayings or proverbs; also using pompous language
- 23.hoist: to raise into position by or as if by means of tackle

- 24.pantaloons: trousers
- 25.adroitly: having or showing skill, cleverness, or resourcefulness in handling situations
- 26.soliloquy: the act of talking to oneself
- 27.infinite: extending indefinitely; limitless, boundless, endless
- 28.contempt: the act of despising
- 29.vulgarly: of or relating to the common people; lacking cultivation or refinement; offensive to good taste or refined feelings
- 30.grave: meriting serious condition
- 31.complexions: the combination of hot, cold, moist, and dry qualities held in medieval physiology to determine the quality of the body
- 32.perplexities: filled with uncertainty
- 33.advisedly: fit to be advised or done
- 34.indescribable: that cannot be described
- 35.intonation: the ability to play or sing notes in tune; the rise and fall in pitch of the voice in speech
- 36.bestir: to rouse to action
- 37.canter: to ride a horse at a canter (easier and slower than a gallop)
- 38.agitation: to give motion to
- 39.pretense: a claim made or implied; false show
- 40.sensibilities: ability to receive sensations; delicacy of feelings
- 41.beckoning: to summon or signal typically with a wave or nod
- 42.ludicrous: amusing or laughable through obvious absurdity, incongruity, exaggeration, or eccentricity
- 43.flourish: to grow luxuriantly
- 44.apprehension: arrest; to become aware of; to look forward to with dread; to understand
- 45.contrary: one of a pair of opposites
- 46.immoderate: exceeding just, usual, or suitable bounds
- 47.exquisite: carefully selected
- 48.mollified: to soothe in temper or disposition; to reduce in intensity; to soften
- 49.tolerable: capable of being borne or endured
- 50.fragmentary: consisting of fragments
- 51.ingeniously: showing or calling for intelligent, aptitude, or discernment
- 52.disentangled: to free from entanglement
- 53.defiance: the act or an instance of defying; challenge; a willingness to resist
- 54.dexterous: mentally adroit and skillful
- 55.direful: dreadful
- 56.miscellaneous: consisting of diverse things or members
- 57.officiousness: volunteering one's services where they are neither asked for nor needed; meddling
- 58.coursing: the act or action of moving in a path from point to point
- 59.exertions: the act or an instance of exerting (to bring or put into action)
- 60.indiscriminate: not marked by careful distinction
- 61.deprecating: to express mild or regretful disapproval of
- 62.courteously: marked by polished manners, gallantry, or ceremonial usage of a court
- 63.equivocal: ambiguous; uncertain; suspicious, dubious

Chapter 7

1. desolate: to devoid of inhabitants
2. forlorn: sad and lonely because of isolation or desertion
3. reproachfully: a cause or occasion of blame, discredit, or disgrace
4. paroxysm: a fit, attack, or sudden increase or recurrence of symptoms (as of a disease)
5. convulsive: a violent disturbance
6. repressed: to put down by force
7. confiding: to have confidence; trust; to tell confidentially
8. sublime: having awe-inspiring beauty or grandeur
9. dominion: supreme authority; sovereignty; domain
10. impregnable: incapable of being taken by assault
11. sinews: tendons; physical strength
12. perception: consciousness
13. peculiar: characteristic of only one person, group, or thing; distinctive
14. exception: a case to which a rule does not apply
15. ruse: a wily subterfuge (a trick or device used in order to conceal, escape or evade)
16. murmured: a half-suppressed or muttered complaint
17. concealed: to prevent disclosure or recognition
18. constrained: to force by imposed stricture, restriction, or limitation
19. composedly: free from agitation
20. supposition: something that is supposed (assumed to be true)
21. fugitive: one who flees or tries to escape
22. presumption: presumptuous attitude or conduct
23. turbulent: causing unrest, violence, or disturbance
24. turbid: thick or opaque with or as if with soiled sediment
25. detained: to hold or keep on or as if in custody
26. inquiries: to ask about
27. preparatory: preparing or serving to prepare for something
28. plaintive: expressive or suffering woe
29. dismay: to deprive of courage, resolution, and initiative; the pressure of sudden fear or anxiety or great perplexity
30. anxious: characterized by extreme uneasiness of mind or brooding fear about some contingency
31. pursuer: one who follows in order to overtake, capture, kill, or defeat
32. sullen: gloomily or resentfully silent or repressed
33. bargain: an agreement between parties settling what each gives or receives in a transaction between them, or what course of action or policy each pursues in respect to the other
34. dignitary: one who possesses exalted rank or holds a position of dignity or honor
35. leisurely: without haste
36. circumstantial: belonging to, consisting in, or dependent on circumstances
37. disobliged: to go counter to the wishes of
38. precipitated: to throw violently; to cause to happen quickly or abruptly
39. torment: the infliction of torture (as by rack or wheel)
40. grimly: fierce in disposition or action
41. revered: to show devoted deferential honor to

42. redeemed: to buy back
43. imprudence: lacking discretion
44. constraint: the state of being checked, restricted, or compelled to avoid or perform some action
45. sordid: dirty, filthy
46. insensible: imperceptible
47. artifice: an artful stratagem; trickery; an ingenious device
48. imperceptibly: not perceptible by a sense or by the mind
49. invigorated: to give life and energy to
50. eminent: standing out so as to be readily perceived or noted; distinguished, prominent; conspicuous
51. tumultuously: a turbulent upraising
52. dexterously: mentally adroit and skillful
53. contriving: devise, plan
54. reiteration: to state or do over again or repeatedly sometimes with wearying effect
55. complaintively: expression of grief, pain, or dissatisfaction
56. pensive: musing or dreamily thoughtful
57. reflective: capable of reflecting light, images, or sound waves; ponder, meditate
58. prodigiously: exciting wonder; extraordinary in size or degree; enormous
59. magnitude: great size or extent
60. dissuade: to advise against (an action)
61. implicate: imply; involve
62. vociferating: to cry out loudly
63. portentously: prodigious; self-consciously weighty; pompous
64. exclaiming: to cry out or speak in strong or sudden emotion
65. eminence: a position of prominence or superiority
66. precipitate: to throw violently; to cause to happen quickly or abruptly
67. conspicuously: obvious to the eye or mind
68. disputed: to make the subject of disputation; argue, debate, wrangle
69. consequence: a conclusion derived through logic
70. concentrated: to bring or direct toward a common center or objective
71. desperate: having lost hope
72. instinctive: a natural aptitude; behavior originating below the conscious level
73. alighted: to come down from something
74. sensible: capable of being perceived by the senses; reasonable, intelligent

Chapter 8

1. discontentedly: dissatisfied, malcontent
2. resplendent: shining brilliantly
3. instability: the quality or state of being unstable
4. imprecations: to invoke evil on; curse
5. omit: to leave out or leave unmentioned
6. dissonant: harmonically unresolved
7. physiognomy: the art of discovering temperament and character from outward appearance
8. unhesitating: without hesitating

- 9.physique: the form or structure of a person's body
- 10.lithe: easily bent or flexed; resilient; characterized by effortless grace
- 11.evolutions: a process of change in a certain direction
- 12.acuteness: characterized by sharpness or severity
- 13.considerately: marked by or given to careful consideration
- 14.quivering: to shake or move with a slight trembling motion
- 15.circumspection: careful to consider all circumstances and possible consequences
- 16.shrewdly: marked by clever discerning awareness; keen; astute
- 17.acquaintance: personal knowledge
- 18.hobble: to move along unsteadily or with difficulty
- 19.complacent: satisfaction, esp. self-satisfaction
- 20.accessory: one of secondary or subordinate importance
- 21.enumerated: to ascertain the number of
- 22.pathetic: evoking tenderness, pity or sorrow
- 23.fidgeting: uneasiness or restlessness as shown by nervous movements
- 24.dolefully: causing grief or affliction
- 25.patronized: to be a customer of; to treat condescendingly
- 26.plagued: a disastrous evil or affliction
- 27.hiatus: to break in an object; a lapse in continuity
- 28.affable: being pleasant and at ease in talking to others
- 29.imbibing: to drink; to absorb
- 30.phenomenon: an observable fact or event
- 31.prudent: marked by wisdom or judiciousness
- 32.sieve: a device with meshes or holes to separate finer particles from coarser particles of a mixture
- 33.forte: one's strong point
- 34.convenient: suited to personal comfort or to easy performance
- 35.conciliatory: to gain (as goodwill) by pleasing acts
- 36.inquiries: to ask about
- 37.reluctance: to struggle against
- 38.conquer: to gain or acquire by force of arms
- 39.felicitation: to make happy
- 40.contortions: to twist in a violent manner
- 41.apocryphal: of or resembling the Apocrypha (early Christian writings not included in the New Testament); of illegitimate birth; false
- 42.sternness: having a definite hardness or severity of nature or manner
- 43.disheartened: to cause to lose spirit or morale
- 44.rebuke: to criticize sharply
- 45.penitential: of or relating to penitence or penance; feeling sorrow for sins or offenses
- 46.alacrity: promptness of response
- 47.intimated: to make known esp. publicly or formally; to announce or notify; also to hint
- 48.eminence: a position of prominence or superiority
- 49.orators: ones noted for skill and power as public speakers
- 50.ludicrous: amusing or laughing through obvious absurdity, incongruity, exaggeration, or eccentricity

51. burlesques: a literary or dramatic work that seeks to ridicule by means of grotesque exaggeration or comic imitation
52. solemnity: formal or ceremonious observance of an occasion or event
53. fringed: to furnish or adorn with a fringe
54. imperturbable: marked by extreme calm, impassivity and steadiness; serene
55. eminently: standing out so as to be readily perceived or noted
56. conciliatory: to gain (as goodwill) by pleasing acts
57. unequivocally: leaving no doubt; clear
58. cajoled: to persuade with flattery or gentle urging esp. in the face of reluctance
59. suavities: smoothly though often superficially gracious and sophisticated
60. bountifulness: liberal in bestowing gifts or favors
61. conceivable: capable of being conceived or imagined
62. picturesque: resembling a picture; charming, quaint; vivid
63. patronizing: to be a customer of; to treat condescendingly
64. compeers: companion
65. exploits: usually heroic acts; deeds
66. dilettanti: an admirer or lover of the arts; one with superficial interest in an art or branch of knowledge
67. sententious: using wise sayings or proverbs; using pompous language
68. abstruse: difficult to understand
69. benignity: of a gentle disposition
70. dispersed: to cause to break up

Chapter 9

1. effervescing: to bubble, hiss, and foam as gas escapes; also to be exhilarated
2. interposed: to place in an intervening position
3. forbidding: such as to make approach or passage difficult or impossible
4. Abolitionists: one who practices principles or measures fostering abolition esp. of slavery
5. entreaty: an act of entreating (asking earnestly or urgently)
6. persuasion: the act or process of or an instance of persuading
7. chastisement: to inflict punishment on (as by whipping)
8. leagued: to unite in a league
9. resolute: marked by firm determination
10. abominable: worthy of or causing disgust or hatred
11. conscience: the sense or consciousness of the moral goodness or blameworthiness of one's own conduct, intentions, or character together with a feeling of obligation to do right or be good
12. restorative: having power to restore
13. rendered: to deliver; to yield; to make
14. weary: exhausted in strength, endurance, vigor, or freshness
15. beguiled: to lead by deception
16. vigilant: to keep watch, stay awake
17. perceptible: capable of being perceived esp. by the senses
18. disposed: to give a tendency to
19. agitated: to give motion to

- 20.interrogatory: a formal question or inquiry
- 21.teetering: to move unsteadily
- 22.scrutinizing: to examine closely and minutely
- 23.rummaging: to make a through search or investigation
- 24.fervor: intense heat; intensity of feeling or expression
- 25.superficial: of or relating to a surface
- 26.anguish: extreme pain, distress, or anxiety
- 27.confounded: to bring to ruin
- 28.reflective: capable of reflecting light, images, or sound waves; ponder, meditate
- 29.meditations: musings, contemplations, ponderings
- 30.forbore: refrained from, abstained, had patience with
- 31.prudently: marked by wisdom or judiciousness
- 32.plague: to afflict with or as if with a disease or disaster; pestilence; nuisance
- 33.substantial: consisting of or relating to substance
- 34.arrayed: a regular an imposing grouping or arrangement
- 35.benefactress: one that confers a benefit
- 36.eloquence: discourse marked by force and persuasiveness
- 37.sublimely: glorious, splendid, superb
- 38.expiate: to put an end to
- 39.penance: an act of self-abasement, mortification, or devotion performed to show sorrow or repentance for sin
- 40.unfathomable: impossible to comprehend
- 41.transversely: acting, lying, or being across
- 42.pristine: belonging to the earliest period or state
- 43.chasms: a deep cleft in the earth
- 44.intervening: to occur, fall, or come between points of time or events
- 45.abys: the bottomless gulf, pit, or chaos of the old cosmogonies
- 46.promiscuously: composed of all sorts of persons or thing
- 47.unceremoniously: not ceremonious
- 48.extinguished: to cause to cease burning
- 49.despairingly: given to, arising from, or marked by despair
- 50.proprietor: one who has legal right or exclusive title to something
- 51.tousled: dishevel, rumple
- 52.aloft: at or to a great height
- 53.induce: to move by persuasion or influence; to bring on or about
- 54.oppressed: crushed by the abuse of power or authority
- 55.adjoining: to add or attach by joining

Chapter 10

- 1.tremulously: characterized by or affected with trembling or tremors
- 2.predominant: having superior strength, influence, or authority
- 3.imperious: befitting or characteristic or one of eminent rank or attainments
- 4.clamorous: marked by confused noise or outcry
- 5.pacified: to allay the anger or agitation of
- 6.gruffly: rough, brusque, or stern in manner, speech, or aspect
- 7.precaution: care taken in advance

- 8.tumultuously: marked by tumult
- 9.superfluous: exceeding what is sufficient or necessary

Chapter 11

- 1.emblem: a picture with a motto or set of verses intended as a moral lesson
- 2.chapeau: hat
- 3.reposed: to lie at rest
- 4.rakishly: in a rakish manner; loose in morals or conduct
- 5.redundancy: the quality or state of being redundant; exceeding what is needed or normal
- 6.scuttling: scurry
- 7.besieging: to surround with armed forces
- 8.cumbrous: unwieldy because of heaviness and bulk
- 9.indomitable: incapable of being subdued
- 10.amply: generous or more than adequate in size, scope, or capacity
- 11.phased: a particular appearance or state in a regular recurring cycle of changes
- 12.amble: to go at or as if at an amble (an easy gait esp. of a horse)
- 13.shambled: to walk awkwardly with dragging feet
- 14.reprehensibly: worthy of or deserving reprehension (expressing disapproval of; reprimand)
- 15.logicians: one relating to, involved with being in accordance with logic
- 16.pitied: to feel pity or compassion for
- 17.pertinacity: sticking resolutely to an opinion, purpose, or design
- 18.disdainfully: full of or expressing disdain (contempt, scorn)
- 19.irresolutely: uncertain how to act or proceed

Chapter 12

- 1.supposititious: fraudulently substituted; falsely presented as a genuine heir; illegitimate
- 2.rouse: to cause to break from cover
- 3.sundry: several, diverse, various
- 4.fluent: capable of flowing
- 5.recitative: a rhythmically free vocal style that imitates the natural inflections of speech and that is used for dialogue and narrative in operas and oratories
- 6.deductions: an act of taking away
- 7.trepidation: a tremulous motion
- 8.stentorian: extremely loud
- 9.summary: covering the main points succinctly
- 10.destitute: lacking something needed or desirable
- 11.disperse: to cause to break up
- 12.pitiful: deserving or arousing pity or commiseration
- 13.augmented: enlarged; increased
- 14.buoyant: capable of floating
- 15.invariable: not changing or capable of change
- 16.genteel: having an aristocratic quality or flavor
- 17.bemoaned: to express deep grief or distress over
- 18.loafed: to spend time in idleness

- 19.chirruping: chirp
- 20.listlessly: lack of interest, energy, or spirit
- 21.bewildered: to cause to lose one's bearings
- 22.soliloquized: to utter a soliloquy (the act of talking to oneself)
- 23.unutterably: being beyond the powers of description
- 24.solace: alleviation of grief and or anxiety
- 25.solemn: formal, ceremonious; highly serious, grave; gloomy
- 26.prostrate: stretched out with face on the ground in adoration or submission
- 27.murmur: a half-suppressed or muttered complaint
- 28.debauches: to make disloyal

Chapter 13

- 1.contrived: devise plan
- 2.solicitation: an entreaty or request
- 3.inscription: something that is inscribed
- 4.asthmatic: affected with or relating to asthma (an allergic disorder marked by difficulty in breathing and cough)
- 5.derangement: to disturb the operation or functions
- 6.avowed: to declare assuredly
- 7.shuddering: to tremble convulsively
- 8.pincushion: a small cushion in which pins may be stuck ready for use
- 9.coaxed: to influence or gently urge to by caressing or flattering
- 10.cajoled: to persuade with flattery or gentle urging
- 11.languor: weakness or weariness of body or mind
- 12.misanthropic: of, relating to, or characteristic of a misanthrope (one who hates mankind)
- 13.atheistic: one who denies the existence of God

Chapter 14

- 1.solitudes: the quality or state of being alone or remote from society
- 2.visionary: of the nature of a vision; seeing or likely to see visions
- 3.splendid: possessing or displaying splendor
- 4.bosom: the human chest
- 5.tearing: to separate parts of or pull apart by force
- 6.cypress: a scaly-leaved evergreen tree related to the pines
- 7.inoffensive: causing no harm or injury
- 8.unfettered: free, unrestrained
- 9.multiflora rose: a vigorous thorny rose used for hedges
- 10.bignonia: any of a genus of American and Japanese woody vines of the trumpet-creeper family with compound leaves and tubular flowers
- 11.comrades: an intimate friend or associate
- 12.laboriously: devoted to labor
- 13.aerial: of, relating to, or occurring in the air or atmosphere
- 14.mythic: based on or describing in myth
- 15.grotesque: fanciful, bizarre
- 16.negligent: marked by or given to neglect

17. synod: council, assembly; a religious governing body; the governing assembly of an Episcopal province
18. drollery: something that is droll (having a humorous, whimsical, or odd quality)

Chapter 15

1. opulent: having a large estate or property
2. delicacy: the quality or state of being luxurious
3. repugnance: the quality or fact of being contradictory or inconsistent
4. effervescence: to bubble, hiss, and foam as gas escapes; to be exhilarated
5. affianced: betrothed; engaged
6. fortnight: a period of 14 days
7. belle: a girl or woman whose charm and beauty make her a favorite
8. badinage: playful talk back and forth; banter
9. caressed: an act or expression of kindness or affection
10. dawned: a first appearance
11. heiress: a female heir to great wealth
12. farthing: at or to a greater distance or more advanced point
13. pining: to long for something intensely
14. upbraidings: to criticize severely
15. flatteries: the act or practice of flattering
16. petulant: insolent or rude in speech or behavior
17. ennui: a feeling of weariness and dissatisfaction; boredom
18. menage: a domestic establishment ; household
19. spires: a slender tapering blade or stalk
20. heathen: relating to heathens, their religions, or their customs
21. inclined: to bend the head or body forward
22. canvassed: to determine public opinion or sentiment
23. affirming: validate, confirm
24. stoutly: strong of character
25. parasol: a lightweight umbrella used as a sunshade
26. ultimatum: a final proposition, condition, or demand
27. scorned: open dislike and disrespect or derision often mixed with indignation
28. ardor: an often restless or transitory warmth of feeling; zeal
29. frailty: a fault due to weakness of moral character
30. nonchalant: having an air of easy unconcern or indifference
31. catechism: oral instruction
32. chattels: an item of tangible property other than real estate; slave
33. unheeded: unnoticed; paid no attention to
34. voluptuous: full of delight or pleasure to the senses
35. arabesque: an ornament or style of interlacing designs forming figures of flowers, foliage and sometimes animals
36. pellucid: admitting maximum passage of the light without diffusion or distortion
37. myriads: innumerable
38. mosaic: a surface decoration made by inlaying small pieces of variously colored material to form pictures or patterns
39. grandeur: magnificence

- 40.festooned: a decorative chain or strip hanging between two points
- 41.heathenish: resembling or characteristic of heathens (uncivilized; irreligious)
- 42.attired: to put garments on
- 43.alacrity: promptness in response
- 44.abashed: to destroy the self-position or self-confidence of
- 45.suavity: smoothly though often superficially gracious and sophisticated
- 46.boudoir: a women's dressing room
- 47.rapture: a state or experience of being carried away by overwhelming emotion
- 48.wistfully: full of unfulfilled longing or desire
- 49.beckoning: to summon or signal typically with the wave or nod
- 50.sobriety: not drunk
- 51.daguerreotype: an early photograph produced on a silver or a silver-covered copper plate
- 52.martyr: one who voluntarily suffers death as the penalty of witnessing to and refusing to renounce his religion

Chapter 16

- 1.shrewd: mischievous
- 2.frantic: mentally deranged
- 3.muslins: a plain-woven sheer to coarse cotton fabric
- 4.cambric: a fine thin white linen fabric
- 5.ethereal: of or relating to the regions beyond the earth
- 6.sinecure: an ecclesiastical benefice without cure of souls; an office or position that requires little or no work and that usually provides an income
- 7.peroration: the concluding part of a speech
- 8.allusion: the act of alluding or hinting at
- 9.ailments: a bodily disorder or chronic disease
- 10.plumage: the entire clothing of feathers of a bird
- 11.voluminous: consisting of many folds, coils, or convolutions; filling several large volumes; bulky, swelling
- 12.alluded: to make indirect reference
- 13.evinced: to constitute outward evidence
- 14.descend: to pass from a higher place or level to a lower one
- 15.ascend: to move gradually upward
- 16.scrupulous: having moral integrity

Chapter 17

- 1.constables: a high officer of a medieval royal or noble household
- 2.vigorous: full of physical or mental strength of active force
- 3.envious: highly desirable
- 4.prosperity: the condition of being successful or thriving
- 5.compasseth: to contrive or plot; to bring about or achieve; to surround
- 6.corrupt: to change from good to bad in morals, manners, and actions
- 7.sanctuary: a consecration place
- 8.castedst: to throw, fling; discard, shed; mold
- 9.chafed: irritate, vex

- 10.befalls: to happen to
- 11.exhorter: to incite by argument or advice
- 12.rhetorical: skill in the effective use of speech
- 13.imprisonment: to put in or as if in prison
- 14.colloquy: a high-level serious discussion; formal conversation
- 15.anxieties: painful or apprehensive uneasiness of mind
- 16.insufficient: deficient in power, capacity, or competence
- 17.gallop: to run fast
- 18.grasp: to take or seize eagerly
- 19.isolated: to set apart from others
- 20.sublime: lofty, grand, or exalted in thought, expression, or manner
- 21.heroism: heroic conduct
- 22.defile: to corrupt the purity or perfection of
- 23.verge: to be on the verge of or threshold of ; to be in transition or change
- 24.jeers: to speak or cry out with derision or mockery
- 25.piteous: of a kind to move to pity or compassion

Chapter 18

- 1.extravagant: strange, curious
- 2.expenditure: the act or process of paying out or using up
- 3.dormitory: a room for sleeping
- 4.stingeth: stinging
- 5.errands: an oral message entrusted to a person
- 6.unsystematic: not having a definite scheme or method of procedure
- 7.onslaught: something resembling an attack
- 8.diplomatic: able to conduct negotiations with tact
- 9.subservience: a subservient or subordinate place or function
- 10.sanguine: blood red
- 11.damask: a firm lustrous fabric
- 12.gwine: "going to"
- 13.zeal: eagerness and ardent interest in pursuit of something
- 14.marauding: to roam about and raid in search of plunder
- 15.abated: to put an end to
- 16.genteel: having an aristocrat quality or flavor
- 17.coquettishly: a woman who endeavors without sincere affection to gain the attention and admiration of men
- 16.tarletane: a type of dress
- 19.crossness: to lie or be situated across

Chapter 19

- 1.desirous: impelled or governed by desire
- 2.melancholy: depression of spirits
- 3.virtuous: having or showing virtue (morality); being chaste
- 4.veneration: respect or awe inspired by the dignity, wisdom, dedication, or talent of a person
- 5.aristocrat: a member of an aristocracy (a noble or privileged class)

- 6.intermediate: being or occurring at the middle place between extremes
- 7.renegade: a deserter from one faith
- 8.maxim: a general truth, fundamental principle, or rule of conduct
- 9.despot: a ruler with absolute power and authority; tyrant
- 10.tangible: something that can be touched; substantially real, material
- 11.insubordination: disobedient to authority
- 12.chaplain: a clergyman in charge of a chapel
- 13.mustering: to cause to gather
- 14.foretells: to tell beforehand
- 15.tractable: capable of being easily led, taught, or controlled

Chapter 20

- 1.braided: to form into a braid
- 2.sundry: miscellaneous, various
- 3.guttural: articulated in the throat
- 4.sanctimonious: affecting piousness (devoutness)
- 5.askance: with a side-glance
- 6.devoutly: devoted to religion or to religious duties or exercises
- 7.neglected: to give little attention or respect to
- 8.catechism: oral instruction
- 9.martyrdom: the suffering of death on account of adherence to cause
- 10.manipulations: to control or change, esp. by artful or unfair means to achieve a desired end
- 11.acute: having sudden onset, sharp rise, and short course
- 12.virtues: conformity to a standard of right
- 13.abomination: something abominable (loathsome, detestable)
- 14.trinket: a small ornament (as a jewel or ring); trifle
- 15.aggressor: one that commits or practices aggression
- 16.carnival: an instance of merrymaking, feasting, or masquerading
- 17.grotesquely: fanciful, bizarre
- 18.utmost: of the greatest or highest degree
- 19.recitations: an exercise in which pupils answer questions on a lesson they have studied
- 20.neuralgia: acute paroxysmal pain radiating along the course of the one or more nerves
- 21.picayune: of little value

Chapter 21

- 1.reconciled: to restore to friendship or harmony
- 2.burdened: something that is carried
- 3.verandah: roofed open gallery or portico attached to the exterior of a building
- 4.countenance: bearing demeanor

Chapter 22

- 1.doctrine: teaching instruction
- 2.redemption: the act, process, or an instance of redeeming (to ransom or free)
- 3.fervent: very hot; marked by great warmth of feeling; ardent
- 4.eternties: the quality or state of being eternal

- 5.hieroglyphics: a system of picture writing (as of the ancient Egyptians)
- 6.picturesque: resembling a picture; charming; vivid
- 7.wayward: following one's capricious, wanton, or depraved inclinations
- 8.guileful: deceitful cunning
- 9.buoyancy: the tendency of a body to float or to rise when submerged in a fluid
- 10.assiduously: marked by careful unremitting attention or persistent application

Chapter 23

- 1.ethereally: of or relating to the regions beyond the earth
- 2.vivacity: lively in temper or conduct
- 3.relinquished: to withdraw or retreat from
- 4.picayune: of little value

Chapter 24

- 1.rumpussed: noisy commotion
- 2.paraded: the ceremonial formation of body of troops before a superior officer; to show off
- 3.perplexed: filled with uncertainty
- 4.glided: to move smoothly
- 5.statuette: a small statue

Chapter 25

- 1.shawl: a square or oblong piece of fabric used by women to loosely cover the head and/or shoulders
- 2.excite: to rouse to an emotional response

Chapter 26

- 1.alabaster: a compact fine-textured white and translucent gypsum often carved into vases and ornaments
- 2.gauze: a thin, often transparent fabric used chiefly for clothing or draperies
- 3.japonica: Japanese quince
- 4.contour: the general form or structure of something
- 5.chord: three or more musical tones sounded simultaneously
- 6.ingenious: showing or calling for intelligence, aptitude, or discernment
- 7.hectic: of, relating to, or being of a fluctuating but persistent fever
- 8.eternal: having infinite duration
- 9.spasm: an involuntary and abnormal muscular contraction
- 10.agony: intense pain of mind or body

Chapter 27

- 1.celestial: of, relating to, or suggesting heaven or divinity
- 2.volatile: easily erupting into violent action; changeable
- 3.jessamine: variation of jasmine (a type of sweet-scented flowering plant)
- 4.destitute: lacking something needed or desirable
- 5.hysterical: unmanageable fear or emotional excess
- 6.sepulchre: a place of burial

7.vividly: having the appearance of vigorous life or freshness

Chapter 28

- 1.ciphers: one that has no weight, worth, and influence
- 2.lethargy: abnormal drowsiness
- 3.treason: the betrayal of a trust
- 4.enfranchisement: to set free (as from slavery)
- 5.virtue: conformity to a standard of right
- 6.sprawling: to lie thrashing or tossing about
- 7.negligently: marked by or given to neglect
- 8.cholera: any of several diseases of man and domestic animals marked by severe gastrointestinal symptoms
- 9.post mortem: after one's death
- 10.neutral: a position of disengagement
- 11.scepticism: a doubting state of mind
- 12.philanthropy: goodwill to fellowmen
- 13.emancipate: to free from restraint, control, or the power of another
- 14.countenance: bearing demeanor
- 15.habitual: having the nature of a habit
- 16.restoratives: of or relating to restoration

Chapter 29

- 1.brutal: typical of beasts
- 2.disconsolate: hopelessly sad

Chapter 30

- 1.grimace: a facial expression of disgust or disapproval
- 2.facetiously: jocular in an often clumsy or inappropriate manner
- 3.dirge: a song or hymn of grief or lamentation
- 4.rattan: a rattan cane or switch
- 5.mingled: to bring or mix together or with something

Chapter 31

1. efficiency: productive or desired effects
- 2.attired: to put garments on
- 3.dilapidated: fallen into ruin or decay

Chapter 32

- 1.drearier: sad, doleful
- 2.ornamental: of, relating to, or serving as ornament
- 3.garnished: decorate, embellish
- 4.guttural: articulated in the throat
- 5.shanties: a small crudely built dwelling or shelter of wood
- 6.misrule: to rule incompetently
- 7.palpable: capable of being touched or felt
- 8.allotted: to assign as a share or portion

Chapter 33

1. apparent: open to view
2. exultation: to leap up
3. diabolical: of, relating to, or characterized of the devil
4. demoniacal: possessed or influenced by a demon

Chapter 34

1. allays: to subdue or reduce in intensity or severity
2. asunder: torn into parts
3. quarrelling: a ground of dispute or complaint
4. disobedient: refusing or neglecting to obey

Chapter 35

1. relented: to become less severe, harsh, or strict from reasons of humanity

Chapter 36

1. veiled: to cover with or as if with a veil
2. gnashed: to strike or grind

Chapter 37

1. chrysalis: a pupa of a butterfly
2. exuberant: joyously unrestrained and enthusiastic

Chapter 38

1. malicious: given to, marked by, or arising from malice
2. habitude: native or essential character

Chapter 39

1. rickety: feeble in the joints
2. carousing: drunken revelry
3. cajoling: to persuade with flattery or gentle urging in the face of reluctance
4. flambeaux: a flaming torch
5. crestfallen: having a drooping crest or hanging head
6. vowing: a solemn promise or assertion

Chapter 40

1. perdition: utter destruction
2. systemically: relating to or consisting of a system
3. ironic: given to irony

Chapter 41

1. impetuous: marked by impulsive vehemence or passion
2. authoritative: having or proceeding from authority
3. personification: attribution of personal qualities

- 4.shoveled: a hand implement consisting of a broad scoop or a more or less hollowed out blade with a handle used to lift and throw material
- 5.omnipotence: an agency or force of unlimited power

Chapter 42

- 1.promenaded: a leisurely walk or ride
- 2.petticoats: a skirt worn by women, girls, or young children
- 3.authenticated: to prove or serve to prove the authenticity of
- 4.retribution: recompense, reward

Chapter 43

- 1.matronly: having the character of or suitable to a matron
- 2.sentiments: an attitude, thought, or judgement prompted by feelings
- 3.remonstrate: to present and urge reasons in opposition
- 4.magnanimous: showing or suggesting a lofty and courageous spirit
- 5.enthusiast: a person filled with enthusiasm

Chapter 44

- 1.punctiliousness: marked by or concerned about precise exact accordance with details of codes or conventions
- 2.patriarchal: one of the scriptural fathers of the human race or the Hebrew people; a revered father or founder

Chapter 45

- 1.connoisseurs: one who understands the details, technique, or principles of an art and is competent to act as a critical judge
- 2.beseech: to beg for urgently or anxiously
- 3.mercantile: of or relating to merchants or trading
- 4.adherence: the act, action, or quality of adhering, to maintain loyalty; to cling; to stick fast
- 5.coincidence: the act or condition of coinciding
- 6.deacon: a subordinate officer in a Christian church
- 7.prophecy: an inspired utterance of a prophet; prediction
- 8.surer: safe from danger or harm

Uncle Tom's Cabin

Chapter 1

In Which the Reader is Introduced to a Man of Humanity

1. List and describe the main characters in this chapter.

2. Summarize the chapter. Describe all the major events in the chapter.

3. Critical Thinking: What is the message that the author is trying to convey to the audience? What is the author trying to tell the audience?

Name _____

Date _____ Period _____

Uncle Tom's Cabin

Chapter 3

The Husband and Father

1. List and describe the main characters in this chapter.

2. Summarize the chapter. Describe all the major events in the chapter.

3. Critical Thinking: What is the message that the author is trying to convey to the audience? What is the author trying to tell the audience?

Name _____

Date _____ Period _____

Uncle Tom's Cabin

Chapter 5

Showing the Feelings of Living Property on Changing Owners

1. List and describe the main characters in this chapter.

2. Summarize the chapter. Describe all the major events in the chapter.

3. *Critical Thinking*: What is the message that the author is trying to convey to the audience? What is the author trying to tell the audience?

Name _____

Date _____ Period _____

Uncle Tom's Cabin

Chapter 7

The Mothers Struggle

1. List and describe the main characters in this chapter.

2. Summarize the chapter. Describe all the major events in the chapter.

3. Critical Thinking: What is the message that the author is trying to convey to the audience? What is the author trying to tell the audience?

Uncle Tom's Cabin

Chapter 9

In Which it Appears that a Senator Is but a Man

1. List and describe the main characters in this chapter.

2. Summarize the chapter. Describe all the major events in the chapter.

3. Critical Thinking: What is the message that the author is trying to convey to the audience? What is the author trying to tell the audience?

Uncle Tom's Cabin Chapter 1 Quiz

1. "A large, broad-chested, powerfully made man of a full glossy black..... characterized by an expression of grave and steady good sense." This describes which character?
2. The _____ slave law of 1850 made people in the north feel responsible for slavery. If a person helped a slave escape, they could be fined \$1,000 and be put in jail for six months.

Matching:

- | | |
|--|--------------------------|
| 3. The slave trader. | A. Harriet Beecher Stowe |
| 4. The young boy to be traded with Tom. | B. Eliza |
| 5. The mother who is afraid that her son will be traded away from her. | C. Mr. Shelby |
| 6. Tom's owner in Kentucky. | D. Harry |
| 7. The Author of "Uncle Tom's Cabin." | E. Mr. Haley |

Uncle Tom's Cabin
Chapter 4-8 Quiz

1. Who is Aunt Chloe?
2. Who reads the Bible to the slaves during the meeting held in Uncle Tom's cabin?
3. Thin, catlike fellow who is in the slave catching trade.
4. What did Sam and Andy do to Mr. Haley's horse to delay the hunt for Eliza?
5. What river did Eliza cross to get to the North?
6. How does Eliza get across the river?
7. Friend of Haley who is brawny, muscular, and six feet tall.
8. What does Mr. Shelby's son teach Uncle Tom to do?
9. Who tells Sam and Andy to delay the hunt for Eliza?
10. It was said that Eliza has "Crossed the Jordan and entered Canaan." What does this mean?
11. In chapter 8, what does Haley claim he will do after he is done in the slave trading business?
12. According to Aunt Chloe in chapter 7, who will Haley have to answer to for his lifestyle?

Uncle Tom's Cabin Final Test

1. Harriet Beecher Stowe was born into a family of ..
 - A. Writers and artists
 - B. Ministers and reformers
 - C. Politicians and soldiers

2. Simon Legree kills tom because Tom
 - A. Will not tell him where Cassy and Emmeline are
 - B. Refuses to whip Lucy
 - C. Tries to run away

3. Harriet Beecher Stowe wrote *Uncle Tom's Cabin* to make people realize that
 - A. Slavery was evil
 - B. The Civil War was coming
 - C. All Southerners were bad

4. Comic relief in the novel is provided by
 - A. Marks and Loker
 - B. Susan and Emmeline
 - C. Sam and Andy

5. On Tom's grave, George Shelby swears to
 - A. Take revenge on Legree
 - B. Fight against slavery
 - C. Make it up to Aunt Chloe

6. Cassy is the mother of
 - A. George Shelby
 - B. Topsy
 - C. Eliza Harris

7. To Stowe, the worst things about slavery were that
 - I. It was inefficient
 - II. It separated mothers and children
 - III. It went against Christianity
 - A. I and II only
 - B. I and III only
 - C. II and III only

8. Harriet Beecher Stowe was the daughter of a
 - A. Powerful politician
 - B. Beloved poet
 - C. Famous preacher

9. Stowe wrote *Uncle Tom's Cabin* in response to the
 - A. Missouri Compromise
 - B. Fugitive Slave Law
 - C. Civil War
 - D. Election of Abraham Lincoln

10. Eliza escapes from slavery by crossing the ice on the
 - A. Mississippi River
 - B. Red River
 - C. Ohio River
 - D. Jordan River

11. Halley sells Tom to
 - A. Simon Legree
 - B. George Shelby
 - C. Augustine St. Clare

12. Simon Legree grew up in
 - A. Louisiana
 - B. New England
 - C. France
 - D. Missouri

13. Cassy and Emmeline escape by
 - A. Getting Legree drunk
 - B. Hiding in the swamp
 - C. Disguising themselves as ghosts

14. At the end of the novel, George Harris decides to go
 - A. To New York
 - B. Back to Kentucky
 - C. To Africa
 - D. To the North

Identify the Characters

15. The owner of the factory that George Harris worked in.
16. Eliza's mother.
17. Law that Mr. and Mrs. Bird argue over when they find Eliza.
18. Mr. Bird's occupation.
19. What did Master George give Tom when he was sold?
20. Who did Tom refuse to whip while working on the Legree plantation?
21. Strong, intelligent, capable, religious, manages the Shelby plantation
22. Two slaves whom Uncle Tom converts to Christianity before he dies.
23. Six year old girl who is saved by Tom
24. Mrs. Shelby's slave, pretty, light skinned, protective of her son
25. Intelligent slave, invents a machine to clean hemp
26. Two slaves who's clowning allows Eliza to escape
27. Cook for the Shelby plantation, good housekeeper, Uncle Tom's wife
28. Must sell Tom to pay off his debts
29. Shot by George Harris, but is nursed back to health by the Quakers
30. Slave trader who drinks, smokes and dresses badly. He doesn't think slaves have feelings
31. Brags about his ability to lie, thin, catlike, devious man
32. Eliza's mother
33. Owner of a plantation on the Red River in Louisiana. Sadistic and cruel, he breaks his slaves in body and soul and works them to death.

Short Answer

34. Compare and contrast George Harris and Uncle Tom. Use example from the book to support your arguments. Consider their different beliefs concerning religion and slavery.

Civil War Map Directions

Read the directions **before** you begin completing your maps. Pay careful attention to the specific details provided. Consider how one map leads to the next map. You will be asked to write a paragraph that links one map to the next. For example: Your first map is the Missouri Compromise and the next map is the Compromise of 1850 map. The Missouri compromise of 1820 drew a line across the United States at latitude 36 degree 30'N. Slavery was permitted in the Louisiana Purchase south of that line, but it was banned north of the line. In 1850, Congress changed that rule. How did they change it and why did they?

Map #1 The Missouri Compromise, 1820 (See pp. 373-374)

1. Label all states that were admitted into the Union by 1820.
2. Color the Northern states that are free a separate color from the Southern states that allow slavery.
3. Label the Louisiana Purchase.
4. Mark in the latitude 36 degree 30'N. line that separated the North and South of the Louisiana Purchase.
5. Color the North and South sides of the Louisiana Purchase with different colors.
6. Color the British territory, Spanish territory, and unorganized territory all different colors.
7. Color Maine a different color and write "free state" under the label.
8. Color Missouri a different color and write "slave state" under the label.
9. Create a legend that describes your map.

Map #2 The Compromise of 1850 (See p. 377)

1. Label all the states that were admitted into the Union by 1850.
2. Color the Northern states that are free a separate color from the Southern states that allow slavery.
3. Color California a separate color and label the date it was admitted into the Union.
4. Color the New Mexico and Utah territories all the same color with the note of "popular sovereignty" under the territory labels.
5. Color Washington DC a separate color.
6. Write a brief explanation of popular sovereignty and The Fugitive Slave Law on the back of the map.
7. Create a legend to describe your map.

Map #3 The Kansas-Nebraska Act, 1854 (See pp. 379-380)

1. Label all states the were admitted into the Union by 1854.
2. Color the Kansas and Nebraska territories the same color with "popular sovereignty" written under the territory label.
3. Label all other territories and color all with different colors.
4. Mark the Missouri Compromise latitude line on the map and label it.
5. Color the Slave states one color and the free states a different color.
6. Write a legend to describe your map.

Map # 4 The Election of 1860 (See pp. 386-387)

1. Label all states that were admitted into the Union by 1860.
2. Label all territories that did not take part in the vote and color them all with the same color.
3. Color all states that voted for Abraham Lincoln with one color.
4. Color all states that voted for Stephen Douglas with another color.
5. Color all states that voted for John Breckinridge with another color.
6. Color all states that voted for John Bell with another color.
7. Design a pie chart that shows the percentage of the Electoral vote and a pie chart that describes the percentage of the popular vote.
8. Write a legend that describes the colors that correspond to the different presidential candidates.

Map #5 Choosing Sides (p. 394)

1. Label all the states that have joined the Union by 1860.
2. Label all other territories and color them with one color.
3. Color all the states that seceded to become part of the confederacy one color, with the date that they seceded labeled in the state.
4. Color all the border states one color and write whether they would eventually secede with the date or whether they stayed in the Union for the duration of the war.
5. Color all the Union states a separate color.
6. Label all the Union states that were slave states a separate color.
7. Write a legend that describes which states were border states, Confederate states, Union states that allowed slavery, and Union states.

Map #6 Major Battles of the Civil War (p. 411)

1. Research the ten most important battles in the American Civil War.
2. Write a paragraph on each battle and describe why you decided it should be included in your top ten battles.
3. Find out where the battle took place and label it on your map.
4. Label all the Confederate States one color and the Union States another.
5. Write the names of the battles according to the Confederate States with one color of pen and label the names of the battles according to the Union in another color.

43 The Northern States

44 The Southern States

45. The Missouri Compromise, 1820

Name _____

Date _____

46 The Compromise of 1850

47 Kansas-Nebraska Act, 1854

Name _____

Date _____

48 Election of 1860

49 Choosing Sides

Name _____

Date _____

50 Major Battles of the Civil War

Name _____
Date _____ period _____

Civil War Map Test

1. The Kansas-Nebraska Act of 1854 divided the Nebraska Territory into the two territories _____ and _____. Slavery would be decided by popular _____.
2. _____ became the president of the United States in the election of 1860.
3. The Compromise of 1850 said that _____ would be admitted as a free state. The _____ and _____ Territories would decide slavery by _____. Slavery was banned in _____ D.C. and a strict _____ was passed.
4. According to the _____ any state North of the 36 30 line would be a _____ state and any state south of the line would be a _____ state. The state of _____ was the only exception to this rule. It would be a _____ state and Maine would be admitted to the union as a _____ state.
5. _____, _____, _____, and _____ are four border states where even though slavery was legal, they fought with the North (Union). See Map "Choosing Sides"

MAJOR PLAYERS IN THE CIVIL WAR

ABRAHAM LINCOLN--Elected President in 1860. Lincoln is the first Republican President--a party that opposed slavery. His election touched off the secession (withdrawal) of the Southern states. Midway through the war, he decided that the result of the war must be the end of slavery.

JEFFERSON DAVIS--A former U.S. Senator from Mississippi. He had been Secretary of War under Buchanan. He was elected President of the Confederacy. He was forceful in executing a defensive war and supporting Robert E. Lee.

ROBERT E. LEE--A Virginia aristocrat. He turned down command of the Union army in order to be loyal to his state. He didn't particularly like slavery--he was fighting for his state. He showed an uncanny ability to read his opponents' minds.

THOMAS "STONEWALL" JACKSON--Got his nickname at Manassas. He led an army in the Shenendoah Valley which kept the Union armies guessing about Lee's intentions. He was a hero to the South; he loved battle, and he drove his troops hard.

ULYSSES S. GRANT--An early Western commander. He gained fame by capturing forts, then was relieved after Shiloh. Lincoln finally appointed him commander late in the war. Lee surrendered to him at Appomattox. He was a Northern hero.

UNITED STATES OF AMERICA

Also known as: _____

States: _____

Strengths: _____

Weaknesses: _____

ABRAHAM LINCOLN

16th President of the United States. Lincoln's election in 1860 touched off the *secession* --or withdrawal--of the Southern states. Lincoln's opposition to slavery frightened Southerners--they believed that he would outlaw slavery in the U.S. Lincoln believed that a state could not legally withdraw from the Union, but he vowed not to be the one who started a war--he said the South would have to do it. Lincoln was assassinated by Southern sympathizer John Wilkes Booth in April, 1865, just after Lee surrendered to Grant.

UNION WAR STRATEGY

1. _____
2. _____
3. _____

MAJOR BATTLES OF THE CIVIL WAR

THE UNION STRATEGY

THE CONFEDERATE STRATEGY

MANASSAS or FIRST BULL RUN

SHILOH

ANTIETAM

CHANCELLORSVILLE _____

GETTYSBURG _____

APPOMATTOX _____

**MAJOR PLAYERS OF
THE
CIVIL WAR**

ROBERT E. LEE

JAMES LONGSTREET

THOMAS J. JACKSON

p71

JOSHUA L. CHAMBERLAIN

ULYSSES S. GRANT

GEORGE McCLELLAN

WILLIAM T. SHERMAN

NAME _____
DATE _____
PERIOD _____ TEST # 1

CIVIL WAR TEST

DIRECTIONS: Complete the following by referring to your notes and assignments

1. The Civil War was fought between two groups of states, the Northern, or _____, states and the Southern, or _____, states.
2. Using **complete sentences**, give the Union War Strategy: (3 pts)

3. Using **complete sentences**, give the Confederate War Strategy: (2pts)

4. There were more casualties at the battle of _____ than in previous American wars combined.
5. The bloodiest battle of the war was _____.
6. The battle of _____ taught both the Union and Confederacy that the war would be a long one.
7. The battle of _____ marked the last effective threat from the Confederacy.

8. What did the Emancipation Proclamation do? _____

9. Lee surrendered to Grant at _____

10. Stonewall Jackson was killed at the battle of _____

MATCHING: Using your major players notes, match the people on the left with the descriptions on the right.

____ William T. Sherman

____ Jefferson Davis

____ Ulysses S. Grant

____ Thomas Jackson

____ Robert E. Lee

____ Abraham Lincoln

____ Black Troops

____ Clara Barton

____ Soldier's life

- A. Nickname was "Stonewall"
- B. Elected President in 1860
- C. Famous for his march to the sea
- D. He turned down command of the Union Army
- E. President of the Confederacy
- F. Over 180,000 served
- G. Worked as a nurse
- H. Lincoln appointed him to command late in the war
- I. Twice as many deaths from disease as from battle

11. Using your Choosing Sides map, tell how many states were in the Confederacy.

Student Reading Log

Name _____ ZPD Range: Fiction _____ Nonfiction _____

Goal _____

Title	Book Rdg. Level	Pts.	Date	Pages Read in Class	Pages Read out of Class	% Correct	Pts. earned	Teacher's Initials and Recommendations
				Begin-End	Begin-End			

REPRODUCIBLE FORM

Chapter Five

Summary, Conclusions and Recommendations

Summary

The relationship between reading strategies that enhance essential learnings in both reading and history was studied. A U.S. History model was developed to make connections between the teaching of history content and reading comprehension. Research was obtained that indicates a direct correlation between student learning in a content area classroom and the integration of reading strategies within daily lesson plans. Secondary teachers cannot afford to blame elementary teachers, parents or language arts teachers for their students' inability to comprehend the assigned text. Reading strategies must be taught in content area classrooms at all grade levels to ensure overall student success.

Conclusions

Conclusions reached as a result of this project were:

1. Integration of reading strategies to the 8th grade U.S. History curriculum gives a student a chance to improve reading comprehension while developing their understanding of complex issues involved in the study of U.S. History.
2. Teachers do not need to compromise the depth of the content that they covered in a U.S. History class because they integrate reading strategies. The contrary was found in the research conducted. By using innovative reading strategies that connect the student's interest with the history text assigned, teachers can expect student learning to improve. Students require motivation, interest, schematic files, and a connection to

background knowledge to understand the complexities of key concepts involved in the study of U. S. History.

3. When the secondary content area teacher aligns the Washington State EALR's in reading and history, they will find a powerful connection between teaching the process of learning and their content. This connection provides clarity for the students as they prepare to take the WASL tests in both history and reading.
4. Secondary content area teachers can no longer "sit on the sidelines" watching the language arts teachers sweat and toil over student reading scores, and expect students to read with proficiency or fail the history class. History teachers (and other content area teachers), must work closely with the reading and language arts teachers to develop lesson plans that teach students reading strategies alongside the history content.

Recommendations

As a result of this project, the following recommendations have been suggested:

1. Teachers have a responsibility to align their curriculum with the Washington State EALR's in order to ensure student success. Alignment helps teachers focus on the process of learning and not on the objective to cover course content on their syllabi.
2. Teacher preparation programs must concentrate on helping new teachers develop lesson plans with a focus on content area reading strategies. Teachers cannot be expected to develop innovative lesson plans that

integrate reading strategies without proper training during their undergraduate studies.

3. Administrators must provide opportunities for teachers to learn new reading strategies and be trained to teach those strategies effectively alongside their content area curriculum. They must facilitate change through leadership and visionary activity. The focus on reading strategies within content area classrooms can only influence a school's learning culture if the principal and the district facilitate physical and visionary support of the goal.
4. Teachers should not be expected to change their curriculum immediately. Integrating reading strategies will need to be a commitment that the teacher takes on while developing one lesson at a time, with one reading strategy at a time. The teacher should not be expected to use more than one strategy at a time, and that strategy should be one with which the teacher is confident. The teacher should set a goal of adding one new strategy per unit taught. A number of different strategies should be gradually integrated. The advantage of giving students many strategies from which to choose accommodates different learning styles.
5. History teachers should work in concert with language arts teachers and reading teachers to develop lesson plans that support one another. The reading teacher can begin a unit that stresses a certain reading strategy which the U.S. History teacher can promote during the next unit. Reading teachers and history teachers can be involved in some aspects of peer

coaching, and help each other improve their lesson plans and teach reading strategies in the content area classroom.

6. Social Studies teachers should be provided team planning time with Language Arts/Reading teachers to plan for integrated lessons. Powerful connections are developed between content areas through integrated units in reading and history.

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Appendix

SOCRATIC SEMINAR TRAINING

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