

Unit 4 Assessment

Teacher Note: Establish background knowledge of the Civil War by allowing students to view BrainPop's Civil War video, available in Unit 4's Additional Resources.

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

Family Reunion, 1865

I grew up in a big family. There were nine first cousins, and that's just on my mother's side. My mother's mother, Granny Francis, had us all over for Sunday dinner once a month when the weather was fair enough to travel. She loved it: all four of her children and their spouses, and the grandchildren running around underfoot.

None of us could have predicted how the Civil War would pull us apart. You see, Granny lived in Fulton, Kentucky, right on the Tennessee border. Two of her children, my Aunt Harriet and Uncle William, lived with their families on farms nearby. Mama and Uncle Benjamin had both moved down to Tennessee when they married. After Tennessee joined the Confederacy in 1861, well, as far as we were concerned, we lived in a different country.

At first, we went on having Sunday dinners. I can still see it in my mind: Papa and Uncle Ben in their gray Confederate uniforms sitting across from Uncle Jed and Uncle William in their blue Union gear saying, polite as can be, "Could I trouble you to pass the peas?"

When the men went off to their regiments, Granny tried to keep the women and children coming for dinner. At the last get-together, my cousin George, Uncle William's oldest, got into a tiff with my brother Sam over a game. George called Sam "Grayback!" and Sam shouted, "Bluebelly!" Before you knew it, the mothers were in on the commotion, and there was a lot of stamping and doors slamming. Granny looked so sad as we left. She knew that we wouldn't be coming back.

The fact is, those dinners couldn't have gone on much longer. The two sides were so worried about spies and the shipment of supplies that a close watch was kept on the border between North and South. That border ran pretty much through our yard.

We all knew without saying that it was Granny's nightmare that any of her loved ones should meet on the battlefield. And it did happen. Papa and Uncle William were both at Shiloh in April 1862. Each knew that the other's regiment was there, and—loyal soldiers though they were—both were mightily relieved when they got word sometime after that the other was unhurt.

But we did not come through the troubles untouched. Uncle Ben was wounded at Gettysburg. Uncle Jed died at Nashville in December 1864. We all grieved for him, Confederate and Union alike. His widow, Aunt Harriet, and her two girls came to live with us on our farm.

What a *hullabaloo* the day of our first Sunday dinner together, six months after the end of the war. There were tears and hugs all around, and enough food to feed us all twice over. Granny was just so pleased to see Papa and William shake hands, and all the little “Graybacks” and “Bluebellies” running underfoot like old times. Even us one-time secessionists could see it was better for the family—for the country—to stick together.

1. Granny's nightmare came true at Shiloh in the spring of 1862. What happened?

- (a) Her family members met on the battlefield..
- (b) Her son was injured on the battlefield.
- (c) Her son-in-law died on the battlefield.
- (d) The Confederates surrendered and retreated.

2. What does the term *Grayback* mean in this selection?

- (a) An impolite term for someone who is a member of the Confederate
- (b) An impolite term for someone who is a member of the Union
- (c) An impolite term for someone who wears drab clothing
- (d) The name of the regiment to which Sam's father belonged

3. What was the main point of this story?

- (a) The Civil War was difficult for children.
- (b) The Civil War was difficult for families.
- (c) The Civil War was difficult for secessionists.
- (d) The Civil War was difficult for soldiers.

4. Read the excerpt below then answer the question that follows.

*What a **hullabaloo** the day of our first Sunday dinner together, six months after the end of the war. There were tears and hugs all around, and enough food to feed us all twice over. Granny was just so pleased to see Papa and William shake hands, and all the little “Graybacks” and “Bluebellies” running underfoot like old times. Even us one-time secessionists could see it was better for the family—for the country—to stick together.*

What is the best definition of a **hullabaloo**?

- (a) A family reunion or gathering
- (b) A great noise or excitement
- (c) A military funeral
- (d) A special meal or dinner

5. Why was it important for the author to include information about the family at the beginning of the selection?

- (a) So that the reader would be able to form an opinion about the Civil War.
- (b) So that the reader would be able to understand how the war affected the family.
- (c) So that the reader would have a better understanding of the Civil War.
- (d) So that the reader would know who started the fight at the family dinner.

6. Consider the following information before answering the question.

Secession: (*noun*) - the action of withdrawing formally from membership of a federation or body, especially a political state

*Even us one-time **secessionists** could see it was better for the family—for the country—to stick together.*

Which of the following is the best definition of the word **secessionists** in the sentence above?

- (a) Those who no longer want to be part of the family
- (b) Those who wanted to separate from the United States of America
- (c) One who wanted to divorce
- (d) Those who wanted to leave the dinner without saying good-bye

7. When reporting on the physical hardships of soldiers during the Civil War, which of the following would be the most important to include?

- (a) The average length of time a soldier was away from home.
- (b) The distance a soldier typically covered on foot in a day.
- (c) The distances between the major battle sites.
- (d) The number of soldiers that fought in the war.

8. Which word means *a person who looks on or watches*?

- (a) inspector
- (b) spectacle
- (c) spectator
- (d) visitor

9. A person is likely to go to an audiologist for a problem with which of the following?

- (a) breathing
- (b) hearing
- (c) memory
- (d) vision

10. Being able to support an opinion is an important skill. Which of the following facts would be appropriate to include when defending the opinion that ice cream is a healthy food?

- (a) Ice cream contains a high amount of fat and sugar.
- (b) Ice cream contains less calcium than many other dairy products.
- (c) Ice cream is a source of several vitamins and minerals.
- (d) Ice cream is one of the most popular desserts in the country.

Read the following selection and then answer the questions. You may look back at the selection as often as needed.

Abraham Lincoln is a famous U.S. historical figure who is remembered for the important things he did for this nation. Abe was once a student, though, struggling to find his place in the world. Read about Young Abe in the excerpt below.

**from The Story of Young
Abraham Lincoln
by Wayne Whipple**

Lincoln once wrote about his early teachers in Indiana in a letter to a friend:

“He (father) moved from Kentucky to what is now Spencer County, Indiana, in my eighth year. We reached our new home about the time the State came into the Union. It was a wild region with many bears and other wild animals still in the woods. There I grew up. There were some schools, so-called; but no qualification was ever required of a teacher beside readin’, writin’, and cipherin.’ If a stranger who understood Latin happened to travel through the neighborhood, he was looked upon as a wizard. There was absolutely nothing to excite ambition for education.”

Abe's first teacher in Indiana, however, was Hazel Dorsey. The school house was built of rough, round logs. The chimney was made of poles well-covered with clay. The windows were spaces cut in the logs, and covered with greased paper. But Abe was determined to learn. He and his sister thought nothing of walking four miles a day through snow, rain and mud. "Nat" Grigsby, who afterward married Abe's sister, spoke in glowing terms of Abe's few school days:

"He was always at school early, and attended to his studies. He lost no time at home, and when not at work was at his books. He kept up his studies on Sunday, and carried his books with him to work, so that he might read when he rested from labor."

Thomas Lincoln had no use for "education," as he called it. "It will spoil the boy," he kept saying. The father had got along without going to school, so why should Abe have a better education than his father? He thought Abe's studious habits were due to "pure laziness, jest to git out o' workin'." So, whenever there was the slightest excuse, he took Abe out of school and sent him to work at home or for one of the neighbors, while he himself went hunting or loafed about the house.

This must have been very trying to a boy as hungry to learn as Abe Lincoln was. His stepmother saw and sympathized with him, and in her quiet way, managed to get the boy started at school for a few weeks at most. For some reason Hazel Dorsey stopped "keeping" the school, and there was a long "vacation" for all the children. But a new man, Andrew Crawford, came and settled near Gentryville. Having nothing better to do at first, he was urged to reopen the school.

One evening Abe came in from his work and his stepmother greeted him with: "Another chance for you to go to school."

"Where?"

"That man Crawford that moved in a while ago is to begin school next week, and two miles and back every day will be just about enough for you to walk."

His stepmother accomplished it somehow and Abe started off to school with his sister, Nancy, and a light heart. A neighbor described him as he appeared in Crawford's school, as "long, wiry and strong, while his big feet and hands, and the length of his legs and arms, were out of all proportion to his small trunk and head."

“Yet,” said Nat Grigsby, “he was always in good health, never sick, and had an excellent constitution.”

Andrew Crawford must have been an unusual man, for he tried to teach “manners” in his backwoods school! Spelling was considered a great accomplishment. Abe shone as a speller in school and at the spelling-matches. One day, evidently during a period when young Lincoln was kept from school to do some outside work for his father, he appeared at the window when the class was doing spelling. The word “defied” was given out and several pupils had misspelled it. Kate Roby, the pretty girl of the village, was stammering over it. “D-e-f,” said Kate, then she hesitated over the next letter. Abe pointed to his eye and winked significantly. The girl took the hint and went on “i-e-d,” and went to the head of the class.

11. Which of the following statements best supports the author's point that Abe was determined to learn?

- (a) Abe carried his books with him to work, so that he could read during rest time.
- (b) Abe had few opportunities to attend school in the wilderness of Indiana.
- (c) Abe was a very good speller and did well in spelling competitions.
- (d) Abe was able to go to school for a few weeks due to his stepmother's support.

12. Why did Abe Lincoln have difficulty attending school regularly?

- (a) He had to take care of his sister.
- (b) He was frequently sick.
- (c) School was too expensive.
- (d) Teachers were hard to find.

13. According to the author, what was Thomas Lincoln's attitude about his son's education?

- (a) He thought it was a good thing, and encouraged Abe's studies.
- (b) He thought it was a good thing, as long as the chores got done.
- (c) He thought it was unnecessary, since he hadn't gone to school.
- (d) He thought it was useless, and could lead to trouble.

14. Abe said there *was absolutely nothing to excite ambition for education* in his childhood neighborhood. Which point does the author make to support this statement?

- (a) Most students received poor grades.
- (b) People did not need education.
- (c) The school building was crudely built.
- (d) The lessons at school were boring.

15. Which detail would be appropriate to include in supporting the opinion that Abe valued education?

- (a) Abe grew up in a log cabin.
 - (b) Abe owned few books.
 - (c) Abe read every chance he got.
 - (d) Abe seldom attended school.
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16. Which of the following explanations would best explain the organization of these chapters in a book about explorers?

CHAPTERS:

1. Explorers of the Arctic
2. Explorers of the Seven Seas
3. Explorers of the "New World"
4. Explorers of the American West
5. Explorers of Space

- (a) According to Topic
- (b) Cause and Effect
- (c) Chronological Order
- (d) Problem and Solution

17. Plays are organized into different scenes. Which is the most important thing for the playwright to consider when planning the order of the scenes in a play?

- (a) Actors need to have enough time for costume changes.
- (b) Shorter scenes should be at the beginning of the play.
- (c) The director has to have all the necessary information.
- (d) The play should be interesting and enjoyable for the audience.

There are many different ways to structure a poem. Read the poem and answer the following question.

Elements

Water
so wet
Air
so light
Fire
so hot
Earth
so solid
You
so . . . you

18. Which word or words best describes the stanza pattern in the poem?

- (a) Cause and Effect
- (b) Chronological
- (c) Rhyme
- (d) Word Count

19. When an author is preparing to write a poem, which type of organizational structure would be most appropriate?

- (a) Acts
- (b) Chapters
- (c) Scenes
- (d) Stanzas

20. Which topic could be supported with the following statement?

Ice cream is a dairy product.

- (a) Many foods are grown on farms.
- (b) Many foods are made of milk.
- (c) Many people love ice cream.
- (d) Many people work on dairy farms.

Assessment 4 Breakdown

	Answer	CCSS	Skill
1	A	RF.5.4	Recall
2	A	L.5.4	Infer
3	B	RL.5.2, RF.5.4	Draw Conclusions
4	B	L.5.4	Use Context Clues
5	B	RL.5.1, SL.5.4	Draw Conclusions
6	B	RL.5.4, L.5.4a	Draw Conclusions
7	B	SL.5.4	Evaluate
8	C	L.5.4b	Identify
9	B	L.5.4b	Identify
10	C	SL.5.4	Evaluate
11	A	RI.5.8	Evaluate
12	D	RF.5.4	Recall
13	C	RF.5.4	Recall
14	C	RF.5.4	Infer
15	C	SL.5.4	Distinguish
16	A	RL.5.5	Classify
17	D	RL.5.5	Evaluate
18	D	RL.5.5	Identify Pattern
19	D	RL.5.5	Identify
20	B	RI.5.8	Compare / Assess