

# Unit 4 Assessment



## Mount Rushmore

(1) Mount Rushmore is a national monument located in the Black Hills of South Dakota. The faces of four U.S. presidents are carved into the side of a large mountain. The men on Mount Rushmore are there because of the important roles they had in American history. The four faces carved into the mountain are those of George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt. Each face is about 60 feet tall.

(2) George Washington is on Mount Rushmore because of his fight for American independence in the Revolutionary War. He was the first U.S. president and is often called the father of our country. Thomas Jefferson was picked because he believed that people should be allowed to govern themselves. This is the main idea of our government. Abraham Lincoln was added because he believed that all people are equal. Lincoln helped end slavery in the U.S. Theodore Roosevelt was picked because he was a great world leader.

(3) On August 1, 1925, a man named Gutzon Borglum announced he would carve the faces of Mount Rushmore. He began carving on October 4, 1927 and worked on the faces until he died on March 6, 1941. After his death, Gutzon's son, Lincoln Borglum, took over for his father. The carvers used dynamite to blast the hard rock from the mountain and make a smooth surface for the faces. George Washington's face was carved first. It was dedicated on July 7, 1930. Thomas Jefferson was added to the right of Washington but his face began cracking and had to be blasted off of the mountain. Jefferson was re-carved, this time on Washington's left. The faces of Lincoln and, finally, Roosevelt were added to the mountain.

(4) Carving the faces into rock was a very difficult job. Each year, heavy snow in South Dakota would slow down the work. Before the faces were completely finished, the government ran out of money to pay for the work so, on October 13, 1941, carving was stopped on Mount Rushmore.

1. Why was Abraham Lincoln chosen to be on Mount Rushmore?
  - (a) He was president at the time it was carved.
  - (b) He had been a famous general in the Civil War.
  - (c) People voted for their favorite presidents.
  - (d) He helped end slavery in the United States.
  
2. Why did Thomas Jefferson's face have to be re-carved?
  - (a) The stone on his face began to crack.
  - (b) It was on the wrong side of Washington.
  - (c) Jefferson's family did not like how it looked.
  - (d) The artist was unhappy with the nose and eyes.
  
3. In which order were the president's faces carved on Mount Rushmore?
  - (a) Jefferson, Lincoln, Roosevelt, Washington
  - (b) Washington, Lincoln, Jefferson, Roosevelt
  - (c) Washington, Jefferson, Lincoln, Roosevelt
  - (d) Lincoln, Washington, Roosevelt, Jefferson
  
4. Why did it take so long to carve the faces on Mount Rushmore?
  - (a) Snow often made it difficult to carve the mountain.
  - (b) It was hard to choose which presidents to include.
  - (c) All of the rock had to be cut with simple tools.
  - (d) It was too hot to work in North Dakota during the summer.

5. Why were the faces on Mount Rushmore never really finished?
- (a) The man who was carving the faces died and was not replaced.
  - (b) The project ran out of money before it was completed.
  - (c) People did not like the faces and asked the artist to stop.
  - (d) The artist did not have the tools to complete the job.

6. What is the best definition of the word monument in the following sentence?

*Mount Rushmore is a national monument located in the Black Hills of South Dakota.*

- (a) a permanent marker at a grave or a tomb
- (b) a sign that describes an important person, place, or event
- (c) a famous work of art found in an old church or museum
- (d) a place of historic interest, taken care of by the government

7. What is the best definition of the word independence in the following sentence?

*George Washington was chosen because of his fight for American independence.*

- (a) the ability to govern or take care of yourself
- (b) ownership of property by the government
- (c) the need to be together, or unified
- (d) defending your beliefs during war

8. What is the best definition of the word **roles** in the following sentence?

*The men on Mount Rushmore are there because of the important **roles** they had in American history.*

- (a) the job or part a person plays in a real event
- (b) a character an actor plays in a movie or play
- (c) a legal paper, attached to a scroll
- (d) the act of copying the actions of others

9. Between which two **guide words** would you find the word **democracy** in the dictionary?

- (a) define - defy
- (b) degree - delay
- (c) demand - demean
- (d) demise - demolish

10. Between which two **guide words** would you find the word **slavery** in the dictionary?

- (a) slack - slant
- (b) slate - slay
- (c) sleep - slide
- (d) slip - sliver

11. lead / lēd / (v) 1: to be first or ahead 2: to guide or direct on a path  
3: to inspire the actions of others 4: to begin or open with

Using the dictionary entry above, what is the **BEST** definition for the underlined word in the following sentence:

*The men are on Mount Rushmore because of their ability to lead Americans in difficult times.*

- (a) to be first or ahead
  - (b) to guide or direct on a path
  - (c) to inspire the actions of others
  - (d) to begin or open with an idea
12. In a book about Abraham Lincoln, where would you find the definition for the word *abolish*?
- (a) caption
  - (b) glossary
  - (c) index
  - (d) table of contents

13. Which strategy would work BEST to find the meaning of the word **abolish** in the following sentence?

*Because Lincoln did not believe in slavery, he signed a law to **abolish** it.*

- (a) Sound out each letter of the word.
- (b) Use word clues from the rest of the sentence.
- (c) Take off the prefix to find a root word you know.
- (d) Make your best guess and move on in the story.

14. Which resource would be the MOST HELPFUL to start writing a research paper about George Washington?

- (a) dictionary
- (b) encyclopedia
- (c) magazine
- (d) newspaper

15. Which of the following should be included in a research paper about Mt. Rushmore?

- (a) Information about the number of visitors to Mt. Rushmore
- (b) Details about the presidents' lives as young boys
- (c) Your opinion about how well the artist carved the faces
- (d) A history of the National Parks' system in the U.S.

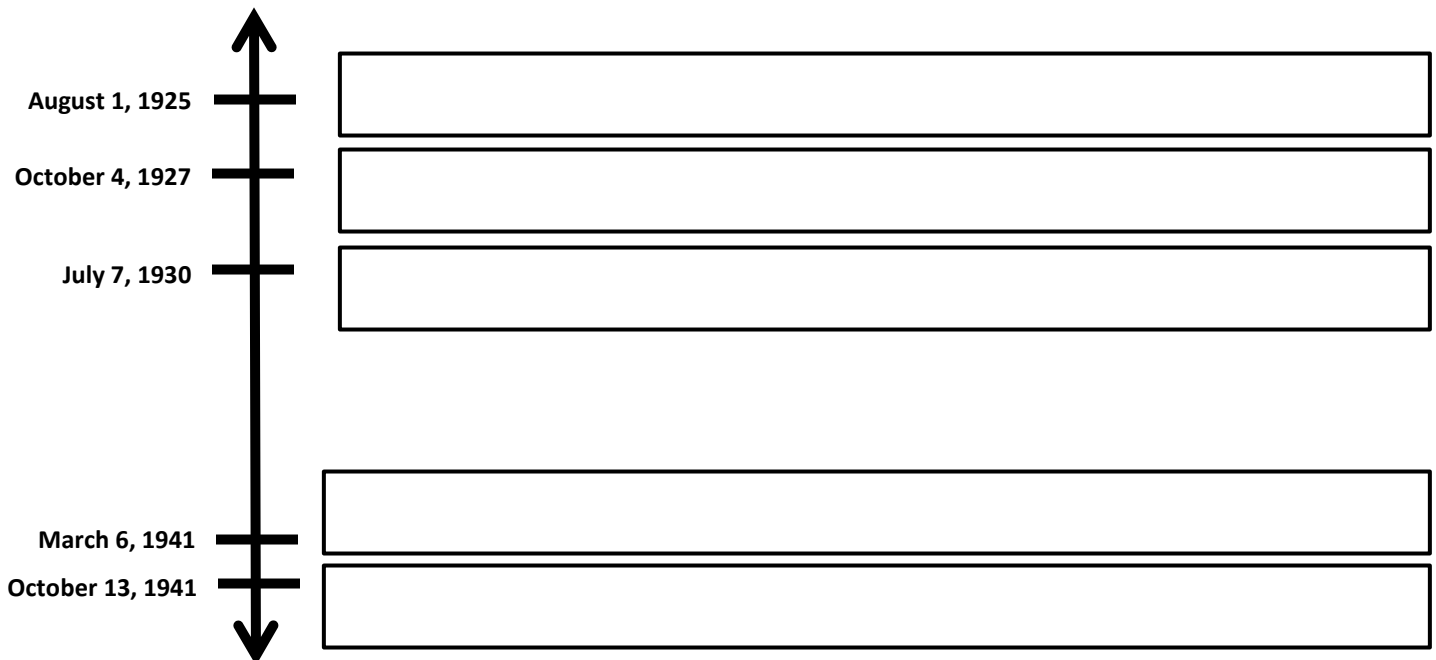
16. Under which **heading** would you find the following sentence in a research report about Mt. Rushmore ?

*During the summer months, special programs about Mt. Rushmore for children are given by park Rangers.*

- (a) A History of Mt. Rushmore
- (b) The Artist of Mt. Rushmore
- (c) The Presidents of Mt. Rushmore
- (d) Activities at Mt. Rushmore

17. Place the events from the Mount Rushmore article in the timeline below. Be sure the events match their dates in which they took place:

- *The head of George Washington is dedicated.*
- *Artist announces he will carve Mt. Rushmore.*
- *The artist stops carving.*
- *Gutzon Borglum dies.*
- *The carving begins.*



Conjunctions are "joiner words" that connect parts of a sentence. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions.

Read the paragraph below and answer the questions that follow.

*(1) Henry Ford grew up on a farm but didn't like to do farm chores. (2) He was much more interested in machines than he was in plants. (3) He studied many different engines before building his first car, the Quadrcycle. (4) Ford started his own company and it is still owned by his family today.*

18. In sentence (1), which word is a conjunction?

- (a) up
- (b) on
- (c) but
- (d) to

19. In Sentence (2), which word is a conjunction?

- (a) much
- (b) more
- (c) in
- (d) than

20. In Sentence (4) which word is a conjunction?

- (a) his
- (b) and
- (c) is
- (d) by



# Assessment Breakdown

|           | <b>Answer</b> | <b>CCSS</b>     | <b>Skill</b>       |
|-----------|---------------|-----------------|--------------------|
| <b>1</b>  | D             | RI.3.1          | Retell             |
| <b>2</b>  | A             | RI.3.1          | Retell             |
| <b>3</b>  | C             | RI.3.8          | Sequence           |
| <b>4</b>  | A             | RI.3.1          | Retell             |
| <b>5</b>  | B             | RI.3.1          | Retell             |
| <b>6</b>  | D             | RI.3.4 / L.3.4a | Use Context Clues  |
| <b>7</b>  | A             | RI.3.4 / L.3.4a | Use Context Clues  |
| <b>8</b>  | A             | RI.3.4 / L.3.4a | Use Context Clues  |
| <b>9</b>  | D             | L.3.4d          | Identify           |
| <b>10</b> | C             | L.3.4d          | Identify           |
| <b>11</b> | C             | L.3.4d          | Evaluate / Compare |
| <b>12</b> | B             | L.3.4d          | Identify           |
| <b>13</b> | B             | L.3.4a          | Evaluate / Compare |
| <b>14</b> | B             | L.3.4d          | Compare            |
| <b>15</b> | A             | W.3.7           | Evaluate           |
| <b>16</b> | D             | RI.3.8          | Classify           |
| <b>17</b> |               | RI.3.8          | Sequence           |
| <b>18</b> | C             | L.3.1h          | Identify           |
| <b>19</b> | D             | L.3.1h          | Identify           |
| <b>20</b> | B             | L.3.1h          | Identify           |

**17.**

