

EDPS 340

CAP II

Unit Topic: History and Culture of African-Americans in Michigan

Grade Level: 4

Objectives:

- 1.) SWBAT evaluate the Constitutional rights against the functional rights that African-Americans had before the ratification of the 13th, 14th and 15th Amendments. (High)
- 2.) SWBAT construct a solution for one of the challenges faced by the African-American community in Detroit's Black Bottom. (High)
- 3.) SWBAT describe and illustrate African-American culture in Detroit's Black Bottom. (Medium)
- 4.) SWBAT interpret and analyze the current average economic status of African-Americans in Michigan. (Medium)
- 5.) SWBAT examine and distinguish similarities and differences between African culture and African-American slave culture. (Medium)
- 6.) SWBAT identify factors contributing to the enlistment of African-American soldiers in the Civil War. (Low)
- 7.) SWBAT identify causes of the Detroit Riots of 1967. (Low)
- 8.) SWBAT identify meanings of quilt symbols used to convey messages to travelers on the Underground Railroad. (Low)
- 9.) SWBAT name major contributions of African-Americans in Michigan history. (Low)
- 10.) STWBAT define economic structures of Reconstruction that caused the oppression of African-Americans. (Low)

Kathryn Lenz #14
Eastern Michigan University
19 February 2007
Dr. Hyung-Hee Kim, Winter 2007

Test Bank
Unit Topic: History and Culture of African-Americans in Michigan
4th Grade Social Studies

Correct answers are in red.

Multiple Choice

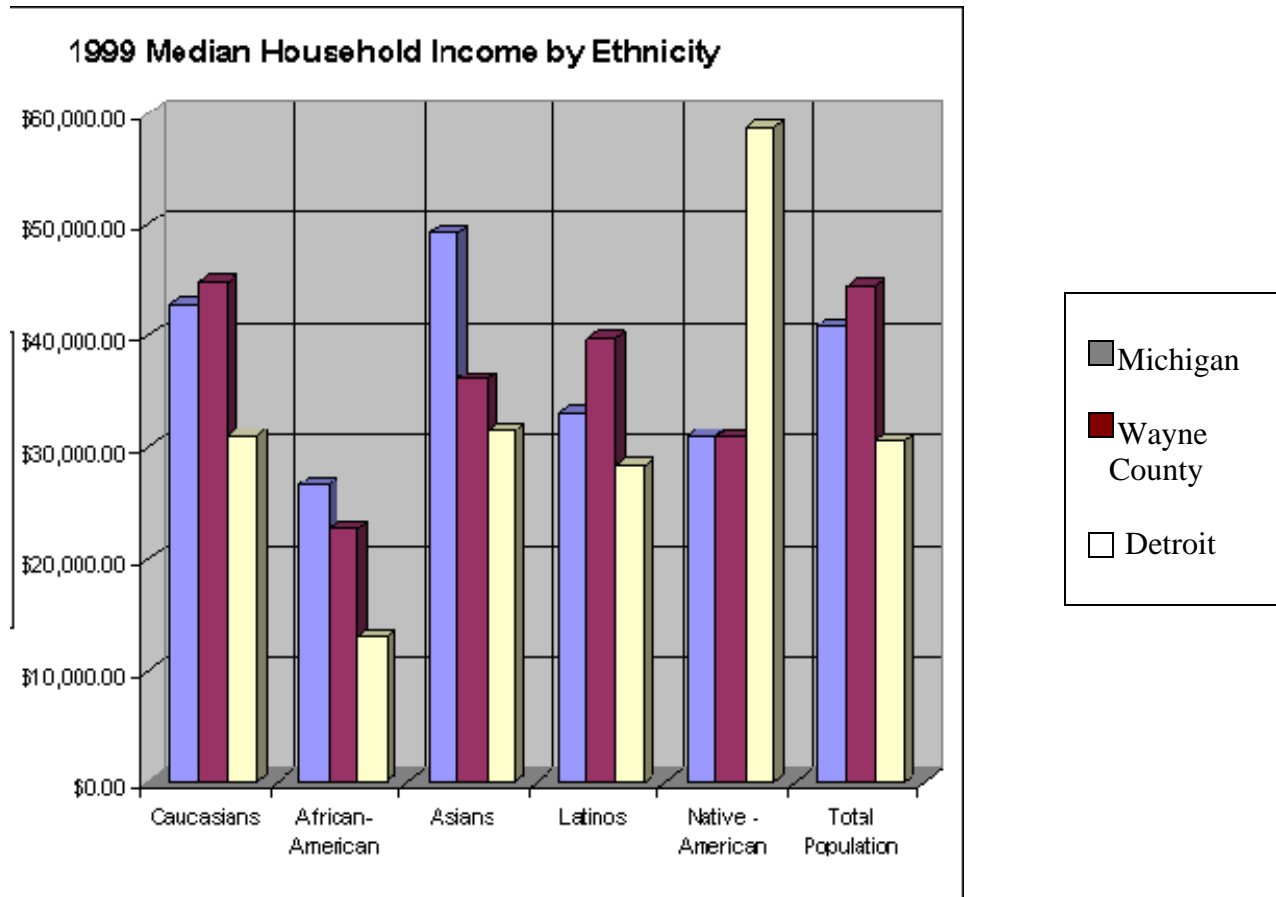
Directions: Circle the letter of the correct answer to the question.

- 1.) Which of the following is a reason that some African-Americans joined military forces in the Civil War? (2 points) (6L)
 - a.) They would be paid more in the military than on plantations.
 - b.) They wanted to fight against the abolition of slavery.
 - c.) **They would be granted full citizenship after the war.**
 - d.) They would be treated better in the military than on plantations.
- 2.) At the beginning of the Civil War, why did President Lincoln refuse to allow African-Americans to enlist in the Union Army? (2 points) (6L)
 - a. **The Border States might secede the Union.**
 - b. The Union would have an advantage.
 - c. They are not as skilled as white soldiers.
 - d. They might cause a mutiny.
- 3.) Many free African-Americans wanted to enlist in the military after the events at Fort Sumter, but were not allowed. Why were they not allowed? (2 points) (6L)
 - a. They had already served in the War of 1812.
 - b. **A Federal law barred them from bearing arms.**
 - c. They might be mistaken for fugitive slaves and sold.
 - d. There were already too many African-American soldiers.
- 4.) How are African religions and southern white Christian religions similar? (3 points) (5M)
 - a. They both worship nature gods.
 - b. They both hold services in a church.
 - c. **They both tell traditional stories orally.**
 - d. They both encourage wearing crosses.
- 5.) Why did African-Americans living on plantations no longer eat foods with millet as they did in Africa? (3 points) (5M)
 - a. **Millet does not grow in the southern United States**
 - b. Plantation masters did not allow them to.
 - c. The process of cooking millet takes too much time from plantation chores.
 - d. Their new religions prohibit eating African food.
- 6.) Which of the following African-American folktales reflects African stories, in which powerless creatures achieve their will through wit and courage? (3 points) (5M)

- Mother Goose
- Goldilocks and the Three Bears
- Little Red Riding Hood and the Wolf
- Brer rabbit**

Interpretation Exercise

Directions: Use the figure below. Circle the letter of the correct answer to the question. (Each item is worth 3 points).



Source: http://www.toledofhc.org/BG_AI_2003/Bowling_Green_AI_2003.htm

- Which phrase best describes what the figure above displays? (4M)
 - The amount of money households of each ethnicity earns in Michigan, Wayne County and Detroit**
 - The amount of in-coming households of each ethnicity to Michigan, Wayne County and Detroit
 - The number of households of each ethnicity that live in Michigan, Wayne County and Detroit
 - The number of households of each ethnicity living between the medians of Michigan, Wayne County and Detroit

- 2.) From the figure above, the median household income of African-Americans in Detroit is about how much? (4M)
- a.) \$12,000
 - b.) \$22,000
 - c.) \$25,000
 - d.) \$30,000
- 3.) From the figure above, which of the following sentences best sums up the median household income of African-Americans compared to that of other ethnicities? (4M)
- a.) The median household income of African-Americans is more than that of other ethnicities.
 - b.) The median household income of African-Americans is about the same as that of other ethnicities.
 - c.) The median household income of African-Americans is less than that of other ethnicities.
 - d.) Dr. Kim, I realize that multiple-choice items should always have 4 options. However, during our meeting, you this waived the requirement for this particular item.

True/False:

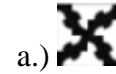
Directions: Circle “T” if the statement is true, and circle “F” if the statement is false. (Each item is worth 2 points).

- 1.) The 8-Mile Road wall was built to block African-American people from white neighborhoods. (6L) T F
- 2.) In Detroit, white people paid more for rent than African-American people. (6L) T F
- 3.) One cause of the Detroit Riots was the Korean War. (6L) T F
- 4.) The Detroit Riots broke out at a “blind pig.” (6L) T F
- 5.) The “Black Bottom” area in Detroit still exists today. (6L) T F

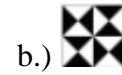
Matching

Directions: Next to each definition in the left column, write the letter of the matching quilt symbol from the right column. Each response in the right column may be used once, more than once, or not at all. (8L) (Each item is worth 1 point)

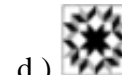
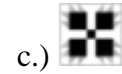
___G___1.) Monkey Wrench: Prepare the tools you'll need for the long journey, including the mental and spiritual tools.



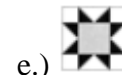
___A___2.) Wagon Wheel: Load the wagon or prepare to board the wagon to begin the escape.



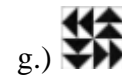
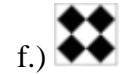
___E___3.) Bear's Paw: Take a mountain trail, out of view. Follow the path made by bear tracks; they can lead you to water and food



___C___4.) Crossroads: Cleveland, Ohio, a destination offering several routes to freedom.



___F___5.) Log Cabin: Advises seeking shelter.



Fill in the Blank

Directions: In the blank, write the word or name that correctly completes the sentence. (Each item is worth 2 points.)

- 1.) Dennis Archer was the first Africa-American mayor of the city of _____ (Detroit) _____ in Michigan. (9L)
- 2.) Sojourner Truth was a female ex-slave spoke out against _____ (slavery) _____. (9L)
- 3.) A man of French origin who was the first African-American fur-trader in Michigan was _____ (Jean de Sable) _____ was a. (9L)
- 4.) An African-American man known for his 78 inventions, including a device to oil train engines was _____ (Elijah McCoy) _____. (9L)
- 5.) Malcolm X was an African-American man from Lansing, Michigan who fought for _____ (Civil Rights) _____. (9L)

Short Answer

Directions: Answer the following question with a complete sentence. (3 points)

1.) Define share-cropping. (10L)

Answer: Share-cropping is the economic system in which tenants receive land and a cabin if they agree to give half of their cash crops to their landlord

Essay

Directions: Read the following paragraph. Provide an answer using complete sentences in the space provided below. (12 Points)

The Constitution guarantees a variety of rights to United States citizens. Evaluate the ways in which African-Americans did or did not experience these rights prior to the ratification of the 13th, 14th and 15th Amendments. You must evaluate at least 3 rights. For each right:

- 1.) State the Constitutional right
- 2.) Explain ways in which African-Americans did or did not experience this right
- 3.) Defend why you think this is fair or not.

Rights Experienced:

- States acknowledge validity of criminal prosecutions
- States acknowledge validity the status of slaves
- bear arms in military

Rights Not Experienced:

- States acknowledge validity of marriage and divorce
- Alter or abolish a government
- Practice religion
- Freedom of speech
- Freedom of the press
- Assemble peaceably
- Bear personal arms
- Warranted searches and seizures
- Fair trial
- Cruel and unusual punishment

Rubric for Essay

Criteria	0	1	2	3	Student's Points 12 possible
State the Constitutional Right (1)	States no Constitutional rights correctly.	State 1 Constitutional right correctly.	States 3 Constitutional rights correctly.	States 3 Constitutional rights correctly.	<hr/> 3 Points
Explain ways in which African-Americans did or did not experience this right (2)	Does not explain African-Americans' experience of rights.	Correctly explains African-Americans' experience for 1 right.	Correctly explains African-Americans' experience for 2 rights.	Correctly explains African-Americans' experience for 3 rights.	<hr/> 6 Points
Defend why you think this is fair or not. (1)	Does not state opinion.	States opinion with no defense.	Defends opinion unclearly.	Defends opinion clearly.	<hr/> 3 Points
Total					<hr/> 12 Points

Name: _____

Date: _____

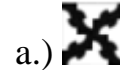
Test:
History and Culture of African-Americans in Michigan

31 points

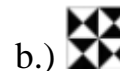
Matching

Directions: Next to each definition in the left column, write the letter of the matching quilt symbol from the right column. Each response in the right column may be used once, more than once, or not at all. (Each item is worth 1 point)

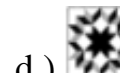
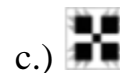
_____ 1.) Monkey Wrench: Prepare the tools you'll need for the long journey, including the mental and spiritual tools.



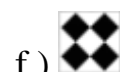
_____ 2.) Wagon Wheel: Load the wagon or prepare to board the wagon to begin the escape.



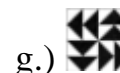
_____ 3.) Bear's Paw: Take a mountain trail, out of view. Follow the path made by bear tracks; they can lead you to water and food



_____ 4.) Crossroads: Cleveland, Ohio, a destination offering several routes to freedom.



_____ 5.) Log Cabin: Advises seeking shelter.



True/False:

Directions: Circle “T” if the statement is true, and circle “F” if the statement is false. (Each item is worth 2 points).

- 6.) The 8-Mile Road wall was built to block African-American people from white neighborhoods. T F
- 7.) In Detroit, white people paid more for rent than African-American people. T F
- 8.) One cause of the Detroit Riots was the Korean War. T F
- 9.) The Detroit Riots broke out at a “blind pig.” T F
- 10.) The “Black Bottom” area in Detroit still exists today. T F

Multiple Choice:

Directions: Circle the letter of the correct answer to the question.

- 11.) Which of the following is NOT a reason that some African-Americans joined military forces in the Civil War? (2 points)
- a.) They would be paid more in the military than on plantations.
 - b.) They wanted to fight against the abolition of slavery.
 - c.) They would be granted full citizenship after the war.
 - d.) They would be treated better in the military than on plantations.
- 12.) At the beginning of the Civil War, why did President Lincoln refuse to allow African-Americans to enlist in the Union Army? (2 points)
- a.) The Border States might secede the Union.
 - b.) The Union would have an advantage.
 - c.) They are not as skilled as white soldiers.
 - d.) They might cause a mutiny.

13.) Which of the following African-American folktales reflects African stories, in which powerless creatures achieve their will through wit and courage? (3 points)

- a.) Mother Goose
- b.) Goldilocks and the Three Bears
- c.) Little Red Riding Hood and the Wolf
- d.) Brer rabbit

Fill in the Blank

Directions: In the blank, write the word or name that correctly completes the sentence. (Each item is worth 2 points.)

14.) Dennis Archer was the first African-American mayor of the city of _____ in Michigan.

15.) Sojourner Truth was a female ex-slave spoke out against _____.

16.) Malcolm X was an African-American man from Lansing, Michigan who fought for _____.

Short Answer:

Directions: Answer the following question with a complete sentence. (3 points)

17.) Define share-cropping.

Answer Key:
History and Culture of African-Americans in Michigan
31 points

Matching: (1 point each)

- 1) G
- 2) A
- 3) E
- 4) C
- 5) F

True/False: (2 points each)

- 6) T
- 7) F
- 8) F
- 9) T
- 10) F

Multiple Choice

- 11) C (2 points)
- 12) A (2 points)
- 13) D (3 points)

Short Answer: (2 points each)

- 14) Detroit
- 15) Slavery
- 16) Civil Rights

Short Answer: (3 points)

- 17) Answer: Share-cropping is the economic system in which tenants receive land and a cabin if they agree to give half of their cash crops to their landlord

Adaptation

a.) Special Needs Student is Faced With

Gifted students have been identified as having special needs within the classroom. Gifted students are those that learn more quickly and have more knowledge than their peers. These students may be gifted in all areas, or excel especially in just a few. They may be reading above grade level, or have greater cognitive development for thinking and analyzing than their peers. They may possess developed spatial skills and excel in geometry, or art design. They may excel in music, writing or social skills. For the purpose of this report, I will focus on students who are generally gifted in all academic areas.

Gifted students are a concern in the classroom for two reasons. The first is that since they learn so quickly, they are often bored. This can lead to disruption. The second reason is that since they learn so fast, they are often not challenged enough. They are forced to remain at the pace of their classmates while they are capable of moving faster and deeper through the course material. Gifted students are a concern because all students in the classroom deserve to have their learning needs met, and often times needs are not met for these students.

b.) Possible Sources of Measurement Error Within Assessment

For gifted students, measurement error within assessments is a possibility. Gifted students' skills and test-taking procedures may cause them to make a mistake on a test, answering an item incorrectly for which he or she did in fact know the answer. In this way, measurement error is caused because the assessment does not accurately assess the student's knowledge.

One example of a gifted student's characteristics that may cause measurement error is speed in completing a test. Gifted students may complete a test too quickly, because they believe

that the information is easy to learn and that they already know all of the answers. In reality, they probably do know the answers, but they complete the test so quickly that they are careless. They score items incorrectly. In this way, the assessment does not accurately assess the student's knowledge.

Another example of gifted students' characteristics that may cause measurement errors is their tendency to go into great depth when completing essay or short answer items. Gifted students may know so much information, or have so much to say about a particular topic that they write too much on each item and do not have the opportunity to finish other items. This is especially problematic for a timed test. Gifted students may actually be penalized for knowing too much, because they simply do not have adequate time to write it all down. A gifted student may be forced to leave items blank on a timed test. Therefore, the test does not accurately assess the gifted student's knowledge.

c.) Test Adaptation based on Nine Adaptation Categories

1.) Size

For a gifted student, the number of items that he or she is expected to complete on a test can be adapted. Gifted students are capable of completing more items on a test. The number of items of each type may also be adapted. For example, a test for gifted students can include more premises and responses in a matching section. Since a gifted student can read faster, he or she can complete more multiple choice items, which require more time to read than items of other kinds. Additionally, gifted students can be given more test items that are higher in cognitive complexity in exchange for less items of lower cognitive complexity. Finally, as an adaptation to the number of items that a gifted student is expected to complete, a test can include more

responses for multiple-choice items. For example, he or she may have five or six responses to choose from, rather than three or four. In this way, choosing the correct answer is more difficult.

2.) Time

For a gifted student, the time allotted and allowed for testing can be adapted. However, for the gifted student, time allotted may be either extended *or* reduced, depending upon the student and the type of assessment. For example, test-taking time should be extended for essay questions, short answer, and any items requiring the student to explain his/her knowledge. As discussed earlier, gifted students may have more that they would like to write than the average student, and so require more time.

Oppositely, test-taking time should be reduced for multiple choice, matching, and binary questions. Gifted students need to be challenged, and teachers can do this by encouraging the student to concentrate and complete a test quickly. Reduction of test-taking time would be especially applicable to a Mathematics assessment testing basic facts.

3.) Level of Support

For a gifted student, the amount of personal assistance can be adapted. Like test-taking time, adaptations both increasing personal assistance and adaptations decreasing personal assistance are appropriate, depending upon the student and the course material. For example, a gifted student may need less direct instruction from a teacher. He or she may learn more things faster by reading independently right from a book or the Internet, or by trying new skills hands-on. Many gifted students actually prefer to come to an answer by discovering on their own, rather than being informed by their teacher.

While less personal assistance from a teacher may be appropriate, more personal assistance from other kinds of people may be suitable. A gifted student may benefit from

learning directly from a professional in the field he or she is studying. For example, appropriate personal assistance for a gifted student might come from a historian, chemist, museum curator, architect or artist. For a gifted student, a reduction of personal assistance from a teacher may be counteracted by an increase of assistance from a professional.

4.) Input

For a gifted student, the way that a test is delivered can be adapted. A gifted student may be positively challenged when taking a test delivered differently than the traditional paper-and-pencil method. One example of an adaptation is delivering a test orally. The questions are spoken aloud and the student responds on paper. Another example of an adaptation is the delivery of a test through a computer. The test questions are on the computer screen, and the student responds on paper. Tests can include the use of 3-dimensional models, music, photographs or a video of a procedure for the student to provide a respond to. These sorts of tests are realistic as well because most problems that the student encounters later in life will not come in a formal, written form, like those of a paper-and-pencil test.

5.) Difficulty

For a gifted student, the skill level, problem type, or the rules on how he or she may approach the work may be adapted. The level of skill required to complete a test or problems on the test may be adapted. For example, a student may be required to actually draw transformations in geometry, rather than simply identifying pictures of them. The rules on how he or she may approach the work may be adapted. For example, rather than using the quadratic equation to factor a polynomial, a gifted student may be required to do so by completing the square, a more difficult method. The problem type may also be adapted. For example, after analyzing a graph for a set of interpretation items, the gifted student may be required to write the

correct answer to the questions (short-answer) rather than selecting the correct answer from a list of multiple choice responses.

6.) Output

For a gifted student, how the he or she responds to the test can be adapted. A gifted student can provide responses to test questions in ways different from the traditional method of writing the correct answer next to the question on the test. This is especially true for students who are extremely gifted in a particular non-traditional area, such as music, spatial skills, or design. Gifted students can provide answers orally, by listing the characteristics of metal, or describing how he or she would complete a task. A student may provide an answer by building a 3-dimensional model, drawing a picture or diagram, or physically acting out a procedure. A gifted student can place note-cards with historic events or a story's sequence into chronological order. Answers may be provided by typing them onto a computer, or entering them into a calculator. This kind of adaptation is similarly relevant to the student's real life, as he or she must respond to real-life problems in a variety of ways that differ from the traditional paper-and-pencil method.

7.) Participation

For a gifted student, the extent to which he or she is actively involved in the task can be adapted. Since gifted students tend to enjoy personal challenges, one way to involve them in testing is to give them options as to which problems or essays they'd like to complete on the test. Students can choose the method of response they'd prefer that most clearly demonstrates their knowledge. Gifted students usually have a broader conception of the topic and its significant points. For this reason, another way that these students could actively participate in testing is by assisting in writing test items. They could also assist the teacher in creating review materials for

the class. Two final ways to involve gifted students in the task of assessment are to allow them to pass the tests out, and to assist other students when they have finished. These adaptations are appropriate because gifted students often finish tests quickly.

8.) Alternate Goals

For a gifted student, the goals or outcome expectations can be adapted, while still using the same materials. Adaptations of Alternate Goals in assessments can be made especially easily with essays and short answer items. Gifted students can be required to provide more information in their essays and short answer items. For example, while the rest of the class is required to describe a liquid, a gifted student can be required to provide examples of liquids as well. In essays, gifted students can be required to provide four reasons why the U.S. entered WWII, rather than only three for the rest of the class. Adaptations in Alternate Goals can be made with True/False items as well. While all students are required to distinguish an item as true or false, gifted students can be required also to write a sentence defending *why* the item is true or false.

9.) Substitute Curriculum

For the gifted student, different instruction and materials can be provided to meet his or her needs. If a gifted student is already very knowledgeable in the topic being taught to the rest of the class, a gifted student can be given a completely different curriculum to study during those times. The student should also be assessed on this different curriculum while the rest of the class is being assessed in their curriculum. The different curriculum should match the gifted students' ability. For example, while the rest of the class studies and completes assessments for Underground Railroad quilt symbols, the gifted student can study and complete assessments for the contributions of the Henry Ford Motor Company to Detroit African-Americans.

e.) Possible Sources of Measurement Error Within Adaptation

These nine adaptations in assessment for the gifted student may cause measurement error in the assessment. For example, increasing the Size of items that a gifted student is required to complete on a test causes measurement error. When a test has more items, there is greater reliability. More test items gives the test-taker an advantage, because each item is worth less. Incorrect items do not lower the overall score as much. If a gifted student has more items to complete, his or her score will not correspond fairly to the scores of the rest of the class. Increasing the Size of items a gifted student is required to complete may cause measurement error.

A second measurement error comes when Output is adapted for the gifted student. If a student is allowed to provide answers to test questions in ways that differ from the rest of the class, a different scoring rubric will be required also. For example, while the class is assessed on a chemical properties objective through multiple-choice items, an adaptation in Output may allow the gifted student to be assessed on his or her creation of a lab that demonstrates chemical properties. The lab will require a scoring rubric quite different from that of multiple-choice items. The objectivity of the assessment will be greatly comprised. Multiple-choice items are much more objective than items requiring a rubric. Adapting the type of Output allowed for a gifted student may cause a measurement error.

A final measurement error may occur when a gifted student is given an Alternate Curriculum. For example, a gifted student may study and complete assessments for the contributions of the Ford Motor Company to Detroit African-Americans while the rest of his or her class studies and completes assessments for Underground Railroad quilt symbols. These two curriculums will require different sets of objectives, and therefore different sets of assessments. Two tests with differing objectives can never be equivalent. The gifted student's test score again

will not correspond fairly to those of his or her classmates. An adaptation by Altering the Curriculum for a gifted student may cause a measurement error in assessment.

e.) Reduction of Possible Sources of Measurement Error Within Adaptation

Although measurement error in assessments may be caused by the given adaptations, these errors may be reduced. Measurement error in assessment may be caused with an increase in the number of items (Size) a gifted student is required to complete. However, this error may be reduced by giving the student fewer items to complete in another area. For example, a gifted student may have more items to complete on a test than the rest of the class for a topic that happens to challenge him or her, such as political systems. Then, in order to reduce measurement error, the student must be given fewer items to complete on a different test, such as one on the topic of planets. In this way, the total number of items that a student must complete on all tests combined will be equal to that of his or her classmates. Giving a student more items on one test in exchange for fewer items on another test will not eliminate measurement error in assessment, but it will reduce error.

Measurement error in assessment caused by adapting the Output for the gifted student may be reduced by ensuring that a significant portion of the assessment remains the same as that of the gifted student's classmates. The adaptation in the gifted students' output should represent only a small portion in the student's test grade. For example, if the class assessment consists entirely of a paper-and-pencil test, the gifted student's assessment may consist of a paper-and-pencil test *and* a lab demonstration. However, the lab demonstration should represent only a small percentage of the total test grade, such as 25%. The paper-and-pencil test should represent the remaining 75% of the gifted student's grade. By allowing only a small portion of a gifted

student's test grade to be adapted in Output, measurement error in assessment is not eliminated, but it is significantly reduced

Measurement error in assessment caused by an Alternative Curriculum for a gifted student may be reduced by giving the gifted student an equivalent curriculum. For example, if the class were studying the political structure of Michigan, an equivalent curriculum for the gifted student would be the study of the political structure of the United States. As another example, if the rest of the class is studying the planet Saturn, an equivalent curriculum for the gifted student would be the study of the planet Mars. If the curriculums are equivalent like these, the assessments may be similar. A test item for the rest of the class may be: "Which body creates laws in Michigan?" A similar test item for the gifted student may be: "Which body creates laws in the United States?" Both of these items will have the same cognitive complexity, item type, weight, and grading procedure. Test scores between the gifted student and the rest of the class will correspond more equivalently. By creating distinct but equivalent curriculums, measurement error in assessment is not eliminated, but it is significantly reduced.