

Florida Comprehensive Assessment Test

FCAT 8th Grade Reading

**Sample Test:
Mary McLeod Bethune**



Reading Book

Helpful Tips

READ
THINK
EXPLAIN

This symbol is next to questions that require a short written answer. A full and complete answer to each of these questions is worth 2 points. A partial answer is worth 1 point.

READ
THINK
EXPLAIN

This symbol is next to questions that require a longer written answer. A full and complete answer to each of these questions is worth 4 points. A partial answer is worth 1, 2, or 3 points.

Answers to the short- and long-answer questions can receive full or partial credit. You should try to answer these questions even if you are not sure of the correct answer. If you get a portion of the answer correct, you will get a portion of the points.

- Read the question carefully.
- If you do not understand the question, go back and review the passage.
- Write your answer on the lines provided in the Answer Book.
- Remember that it is necessary to include details and information from the passage in your answer.
- Be sure to answer every part of the questions.
- Use clear, concise language to explain your answer.
- Reread the answer to make sure it says what you want it to say.

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Mary McLeod Bethune

Mary McLeod Bethune was a great leader of the twentieth century. This famous American grew up amid poverty and racism in the Post Civil War South. Born the daughter of former slaves, she grew up to become a champion for women's rights and racial equality - an American leader dedicated to education, freedom, and justice for all.

The Early Years

Born on July 10, 1875, as the 15th of 17 children, Mary McLeod Bethune was the first member of her family not born into slavery. Very early in life her dedication was obvious. She first showed it in her desire to learn to read. In 1882, she became the only one of the 17 children in her family to attend the black school opened by missionaries in her hometown of Mayesville, South Carolina. Mary shared her learning, teaching her brothers and sisters to read as well as helping her father read his business contracts to make sure he wasn't being cheated.

Education

In 1893, Mary received a scholarship to a school in North Carolina. There Mary discovered her talent for teaching. Next she went to Moody Bible Institute in Chicago. She completed her studies, but in 1895 she was rejected for missionary work in Africa because she was black. Mary then returned to Mayesville to begin her teaching career at the school where she had once been a student.

After her marriage in 1898 to Alburus Bethune, a fellow teacher, Mary continued teaching at several private black schools. These were the only schools to serve black youths who wanted to continue their education since no public high schools would accept black students. As a result, Mary decided to open a public school for black students.

She searched the South, looking for a location for her school that would do the most good for the greatest number of her people. In 1900 she opened two schools in Palatka, Florida. Soon she moved to Daytona with her son Albert. In 1904, with very little money and an unshakable faith, she opened the doors of Daytona Educational and Industrial Training School for Girls. Five black students were enrolled in the temporary building, an old rented house. The school was originally designed to teach basic academic skills as well as various practical arts and crafts.

Mary McLeod Bethune's mission grew to meet the needs of the surrounding black community. It expanded to include a farm, a high school, and a nursing school. She began teaching adults to read and opened her school library to blacks in the community, who at that time were not allowed to use the public library. She also opened a hospital for the blacks who were discriminated against by the local white hospital. Finally, in

1923 Mary's school merged with the Cookman Institute and became Bethune-Cookman College. Mary served as the president of this well-known institution until 1942.

Political Activities

Mary McLeod Bethune always found time to work with others around the country fighting for the rights of women and blacks. She and eleven other teachers from her school supported the Nineteenth Amendment that gave women the right to vote, and she campaigned vigorously with other women's rights leaders of the day. She also founded the National Council of Negro Women in 1935 and served as a member of the Black Cabinet to provide a unified voice for black women.

Mary McLeod Bethune spent her life devoted to her philosophy of universal love and working for the rights of all human beings. Even the White House heard her voice. In 1928, President Coolidge invited her to his Child Welfare Conference. In 1930, President Hoover appointed her to the White House Conference on Child Health because of her experience in education. From 1935 to 1944, she served as a special advisor on Minority Affairs. She became the first black woman to lead a federal agency, serving as the Director of the Division of Negro Affairs and working with President Roosevelt and his wife Eleanor. In addition, she traveled to Liberia as the personal representative of President Truman in 1952.

Throughout her life, Mary McLeod Bethune influenced legislation affecting blacks and women. She continued to be an important voice until her death in 1955 at the age of 79. Mary McLeod Bethune lived her life by her words: "The drums of Africa still beat in my heart. They will never let me rest while there is a single Negro boy or girl without a chance to prove his worth."

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Answer Book

Name _____ Date _____

Teacher _____ Score ____ / 12

Read the story “Mary McLeod Bethune.” Now answer Numbers 1 through 8. Base your answers on the story.

1

The main point of this article is that

- (A) a teacher can be a spokesperson for children
- (B) Mary McLeod Bethune was a leader who worked for equality
- (C) Mary McLeod Bethune opened the Daytona Educational and Industrial Training School for Girls in 1904
- (D) President Roosevelt made Mary McLeod Bethune the first black woman to lead a federal agency

2

Mary McLeod Bethune was unable to go to Africa as a missionary because

- (A) of her race
- (B) of being female
- (C) she couldn't afford to travel there
- (D) she didn't have the education required

3

What teaching experiences did Mary McLeod Bethune have throughout her life? Support your answer with details and information from the article.

READ
THINK
EXPLAIN

4

President Hoover invited Mary McLeod Bethune to the White House Conference because she

- (A) had operated several schools
- (B) was the head of a federal agency
- (C) was a member of the Black Cabinet
- (D) had participated in a conference for President Coolidge

5

Which organizational pattern does the author use in this article?

- (A) He lists issues that Mary McLeod Bethune faced.
- (B) He poses questions about Mary McLeod Bethune's life.
- (C) He relates the history of Mary McLeod Bethune's life and accomplishments.
- (D) He explains the purposes of legislation Mary McLeod Bethune influenced.

7

What is the author's attitude toward Mary McLeod Bethune in this article?

- (A) critical
- (B) cautious
- (C) resentful
- (D) respectful

8

Which example best illustrates that Mary McLeod Bethune lived her life by her words:

"The drums of Africa still beat in my heart. They will never rest while there is a single Negro boy or girl without a chance to prove his worth."

- (A) She was the 15th of 17 children.
- (B) She opened a public school for blacks.
- (C) She opened a hospital for blacks who were discriminated against by the local white hospital.
- (D) In 1882, she became the only one of the 17 children in her family to attend the black school opened by missionaries in her hometown of Mayesville, South Carolina.

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Answer Key

Answer Key: Mary McLeod Bethune

This book contains answers and explanations for the Mary McLeod Bethune Sample Test questions. Multiple-choice items are scored by awarding one point for each correct answer. Answers to short-response and extended-response “Read, Think, Explain” questions are scored with two-point and four-point rubrics respectively. For short- and extended-response questions, there is often more than one acceptable response. Partial credit is given for accurate but incomplete answers. The overall characteristics of top-score and partial-credit responses for the “Read, Think, Explain” questions are given in the general two-point and four-point rubrics below.

Sample top-score responses are provided for each “Read, Think, Explain” question.

READ
THINK
EXPLAIN

Rubric for Short-Response Questions

- 2 Points:** The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.
- 1 Point:** The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.
- 0 Points:** The response is inaccurate, confused, and /or irrelevant, or the student has failed to respond to the task.

READ
THINK
EXPLAIN

Rubric for Extended-Response Questions

- 4 Points:** The response indicates that the student has a thorough understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information is clearly text-based.
- 3 Points:** The response indicates that the student has an understanding of the reading concept embodied in the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete or clearly text-based.
- 2 Points:** The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.
- 1 Point:** The response indicates that the student has very limited understanding of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws, and may not address all requirements of the task.
- 0 Points:** The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.

1. B
2. A
3. Example of a top-score response:

READ
THINK
EXPLAIN

Mary McLeod Bethune taught her brothers and sisters to read when she was young. After she finished school, she began her teaching career in the school she had attended as a child. In 1900 she founded two public schools in Palatka, Florida, and she opened the Daytona Educational and Industrial Training School for Girls in 1904. After the school expanded, she taught adults in the community to read and opened the library to African Americans.

4. A
5. C
6. Example of a top-score response:

READ
THINK
EXPLAIN

When she was young, she would read over her father's contracts to be sure that he wasn't being cheated. Since public schools weren't open to black students, she later started public schools in Palatka and Daytona. She opened her school library to the black community because the white public library was not available to blacks. She also opened a hospital to provide health care without discrimination. She campaigned for voting rights for women and served four presidents. She was the first African American to head a federal agency and she influenced legislation for African Americans and women.

7. D
8. B

Some questions about books and reading and some related vocabulary. 6,303 Downloads. Online Resources for Teaching Writing.Â This book has been created as a way to help speaking Spanish speakers to learn English. Therefore students can fill this book so they can 2,846 Downloads. Talking about favourite books. By elamal. Useful worksheet to help students talk about their favourite books. 2,771 Downloads. Talking about BOOKS - Useful Language. By Gi2gi. ReadAnyBook.com â€œ best resource for reading books. Browse your favourite books and read them free in our e-reader. Best fiction books are always available here - the largest online library. Add your books to our library.