Read the article “Harriet Tubman and the Civil War” before answering Numbers 1 through 5.

Harriet Tubman and the Civil War

Most people are familiar with Harriet Tubman, the best-known conductor of the Underground Railroad. Born a slave before the Civil War, she worked tirelessly, leading escaped slaves along dark rivers to the homes of abolitionists, bringing countless people to freedom. Far fewer people, however, are aware of Tubman’s unique role during the Civil War.

Helping the Newly Free
When the war began, Tubman followed the Union Army into Maryland, where she had been born. Many slaves were fleeing from the homes, farms, and plantations where they had been held, and as they reached Union troops, Tubman was there to help.

The newly-freed slaves were destitute. After escaping and spending weeks hiding, they often had no food and barely any clothing. Tubman worked to feed and house them, and she also treated them for diseases.

To support her work, Tubman started a laundry. She and women she helped free from slavery washed and mended clothes for Union soldiers, and they used the money to help former slaves. “I am trying to find places for those able to work and provide for them as best I can,” Tubman said. “At the same time they learn to respect themselves by earning their own living.”

Serving the Union
Tubman also served as a nurse and was present at the battle of Fort Wagner, in North Carolina, where a troop of African-American soldiers fought for the first time. Many of them lost their lives. Tubman cooked, tended to their wounds, and helped bury the men who died.

Sometimes, Tubman was asked to leave her nursing duties and cross into Confederate territory. Being from Maryland, Tubman knew the landscape well, and her experiences on the Underground Railroad had prepared her to be a scout and a spy. Once on enemy land, she would gather helpful information from
slaves. The Confederate Army thought she was a slave herself and simply ignored her, making it easy for her to get the information she needed. Her special skills were a great help to the Union.

In 1863, the Union Army asked Tubman to lead a raid on the Combahee River in South Carolina. She commanded 300 African-American soldiers as their gunboat charged up the river. Slaves working on plantations recognized the boat and ran for their freedom, carrying whatever they could grab. Once onboard, they were greeted by their heroine, Harriet Tubman. The newly-freed slaves admired her, and so did Union leaders.

_The Commonwealth_, a Boston newspaper, published an article about the Combahee River raid on its first page. It began: “Col. Montgomery and his gallant band of 300 black soldiers, under the guidance of a black woman, dashed into the enemy’s country. . . (and) brought off near 800 slaves and thousands of dollars’ worth of property.” “General Tubman,” as she came to be called, was asked to lead many other raids.

**After the War**

The Civil War ended in 1865. African Americans were free, but they continued to struggle for their rights. Tubman lived in Auburn, New York, and many African Americans found their way to her doorstep. They needed help, and Tubman took care of the sick and the aged. She earned money selling vegetables from her garden to support her work. She raised enough money to support two schools for newly-free African Americans in the South. Tubman also supported the suffrage movement and was active in the campaign to win the right to vote for women.

When Tubman died in 1913, she was well-known and well-respected. She was buried with full military honors. In 1978, the U.S. Postal Service issued a Harriet Tubman commemorative stamp. It was the first stamp in the “Black Heritage USA” series.
Now answer Numbers 1 through 5. Base your answers on “Harriet Tubman and the Civil War.”

1. This question has two parts. First, answer part A. Then, answer part B.

   **Part A:** Read the paragraph from the text.

   The newly-freed slaves were **destitute**. After escaping and spending weeks hiding, they often had no food and barely any clothing. Tubman worked to feed and house them, and she also treated them for diseases.

   What is the **most likely** meaning of **destitute**?
   
   A. full of hope  
   B. without fear  
   C. in great danger  
   D. lacking necessities

   **Part B:** Select **two** phrases from the paragraph that **best** help to show the meaning of **destitute**.

   A. “newly-freed slaves”  
   B. “escaping and spending”  
   C. “weeks hiding”  
   D. “had no food”  
   E. “barely any clothing”  
   F. “treated them for diseases”

2. How does the author help readers understand Tubman’s skill as a scout and spy?

   A. by comparing her with other Union scouts and spies  
   B. by telling what caused Confederate soldiers to ignore her  
   C. by describing a problem she identified for the Union Army  
   D. by listing in sequence what she did before entering Confederate territory
3 Read the sentences from the text.

Once onboard, they were greeted by their heroine, Harriet Tubman. The newly-freed slaves admired her, and so did Union leaders.

Which word from the sentences helps to show what heroine means?

A onboard 
B greeted 
C admired 
D leaders

4 This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read the paragraph from the text.

The Commonwealth, a Boston newspaper, published an article about the Combahee River raid on its first page. It began: “Col. Montgomery and his gallant band of 300 black soldiers, under the guidance of a black woman, dashed into the enemy’s country . . . (and) brought off near 800 slaves and thousands of dollars’ worth of property.” “General Tubman,” as she came to be called, was asked to lead many other raids.

How does the author organize this paragraph?

A by describing the results of the raid on the Combahee River 
B by comparing the raid on the Combahee River with other raids 
C by telling the events of the raid on the Combahee River in sequence 
D by explaining how the raid on the Combahee River caused a new problem

**Part B:** Which phrase from the paragraph best shows the text structure?

A “The Commonwealth, a Boston newspaper”
B “an article about the Combahee River”
C “‘Col. Montgomery and his gallant band’”
D “‘brought off near 800 slaves’”
The author describes a number of causes and effects in Tubman’s life. Draw a line to match each cause on the left with its effect on the right.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tubman runs the Underground Railroad.</td>
<td>Tubman starts a laundry for Union soldiers.</td>
</tr>
<tr>
<td>Tubman leads a raid on the Combahee River.</td>
<td>Tubman comes to the aid of African-American soldiers.</td>
</tr>
<tr>
<td>Tubman needs money to help newly-freed slaves.</td>
<td>Tubman is well-prepared to help the Union Army.</td>
</tr>
<tr>
<td>Tubman is a nurse at the battle of Fort Wagner.</td>
<td>Tubman begins to be called “General Tubman.”</td>
</tr>
</tbody>
</table>
Mary McLeod Bethune

Many American schools have been named after Mary McLeod Bethune, a successful and well-known educator. She founded several schools for African Americans, as well as African-American women’s organizations. She also held important positions in the federal government during President Franklin Roosevelt’s administration. Bethune was among the most prominent leaders of her time.

**Educator**

Mary McLeod Bethune was born in South Carolina in 1875. Her parents and some of her siblings had once been slaves. The family lived in a cabin and farmed land that they owned, instilling strong values and a willingness to work hard.

Bethune’s education began at a free school near her home. Because she was a good student, she won a scholarship to a school for African-American girls in North Carolina. After graduating, Bethune pursued higher education in Chicago. She wanted to be a missionary, but she was told that African-American students were not needed.

Bethune was devastated and decided that, instead, she would dedicate herself to providing good education for African Americans in America. Bethune and her husband moved to Florida, where she started her first school. She rented a four-room cottage and raised money by selling baked goods and ice cream, and by going door to door. Most of the school’s furniture came from the city dump. Bethune’s first class consisted of five girls and her son, Albert.

Her determination and business skills made the school a success. Within two years, enrollment at the Daytona Institute had increased to 250 students, mostly girls. Bethune purchased land and built a new campus. She began to focus on high school, and on encouraging students to go to college.
By 1923, Bethune had transformed the Daytona Institute into a college, and her primary goal was to train future teachers. In 1929, she merged her college with a men’s college, forming the Bethune-Cookman College. Bethune travelled the United States, giving talks to raise funds. She seemed to know just how to convince people to become donors. She also organized African-American women’s groups, including the National Association of Colored Women.

Leader
Bethune’s interests turned to politics. She steered African-American women’s groups to concentrate on ending unfair laws such as the poll tax, which made it impossible for many poor African Americans to vote. She also focused on public health programs, ending discrimination in the armed forces, and teaching African-American history in public schools.

When Bethune realized her women’s groups did not have a national voice, she created the National Council for Negro Women (NCNW). The council focused on fighting the unfair treatment of African-American women and on segregation, the separation of African Americans and whites.

Along the way, Bethune had met Eleanor Roosevelt, wife of President Franklin Roosevelt, and the two became good friends. Roosevelt helped Bethune get a position at an agency that helped young people find work. Through this job and others, Bethune became a national African-American leader. She and other African Americans in the Roosevelt administration pressed for civil rights and greater job opportunities. Bethune and her colleagues joined marches against Washington, D.C., businesses that refused to hire African Americans, and they also demonstrated for the rights of African-American sharecroppers.

Toward the end of her life, Bethune wrote about the principles that guided her. She argued for dignity, hope, harmony with all people, and education. And as always, she advocated for the advancement of African Americans. In 1973, Bethune was inducted into the National Women’s Hall of Fame. A sculpture was erected in her honor in Washington, D.C.
Now answer Numbers 6 through 10. Base your answers on “Mary McLeod Bethune.”

6. This question has two parts. First, answer part A. Then, answer part B.

Part A: Read the sentences from the text.

She also held important positions in the federal government during President Franklin Roosevelt’s administration. Bethune was among the most prominent leaders of her time.

What does the word prominent mean?

A. easy to overlook  
B. likely to succeed  
C. calm and thoughtful  
D. well-known and important

Part B: Which phrase from the sentences best shows the meaning of prominent?

A. “important positions”  
B. “federal government”  
C. “Roosevelt’s administration”  
D. “leaders of her time”

7. Read the paragraph from the text.

Mary McLeod Bethune was born in South Carolina in 1875. Her parents and some of her siblings had once been slaves. The family lived in a cabin and farmed land that they owned, instilling strong values and a willingness to work hard.

How does the author express the source of Bethune’s determination in this paragraph?

A. by explaining the problems she had to overcome  
B. by comparing her childhood to those of her parents  
C. by suggesting it was the result of her parents’ values  
D. by describing a sequence of events that changed her
Bethune’s education began at a free school near her home. Because she was a good student, she won a scholarship to a school for African-American girls in North Carolina. After graduating, Bethune pursued higher education in Chicago. She wanted to be a missionary, but she was told that African-American students were not needed.

Bethune was devastated and decided that, instead, she would dedicate herself to providing good education for African Americans in America. Bethune and her husband moved to Florida, where she started her first school. She rented a four-room cottage and raised money by selling baked goods and ice cream, and by going door to door. Most of the school’s furniture came from the city dump. Bethune’s first class consisted of five girls and her son, Albert.

Which sentence best summarizes how the paragraphs are organized?

A. They explain problems in education that Bethune solved.
B. They describe events from the history of Bethune’s school.
C. They show how early experiences influenced the course of Bethune’s life.
D. They contrast Bethune’s school with other schools during that time period.

Toward the end of her life, Bethune wrote about the principles that guided her. She argued for dignity, hope, harmony with all people, and education. And as always, she advocated for the advancement of African Americans. In 1973, Bethune was inducted into the National Women’s Hall of Fame. A sculpture was erected in her honor in Washington, D.C.
This question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which sentence best summarizes how the text is organized as a whole?

A. It tells events from Bethune’s life in sequential order.
B. It states problems and explains how Bethune solved them.
C. It compares Bethune with other African-American leaders.
D. It explains the effect that Bethune had on African Americans.

**Part B:** Select two sentences from the text that support your answer in part A.

A. "Her determination and business skills made the school a success."
B. "In 1929, she merged her college with a men’s college, forming the Bethune-Cookman College."
C. "The council focused on fighting the unfair treatment of African-American women and on segregation, the separation of African Americans and whites."
D. "Roosevelt helped Bethune get a position at an agency that helped young people find work."
E. "She and other African Americans in the Roosevelt administration pressed for civil rights and greater job opportunities."
F. "Toward the end of her life, Bethune wrote about the principles that guided her."
Now answer Number 11. Base your answer on "Harriet Tubman and the Civil War" and "Mary McLeod Bethune."

Compare and contrast the subjects of both articles. How are Harriet Tubman and Mary McLeod Bethune introduced? How do the authors use events from their lives to help readers understand their achievements? Support your answer with evidence from both texts.