

## Teaching with Primary Sources Assessment

**Grade Level:** High School (9-10)

**Standard(s) or Objectives:** CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

### Library of Congress or Morris Special Collections Resources:



**Louis Dalrymple, January 25, 1899 (Political Cartoon)**

<https://www.loc.gov/item/2012647459/>

2

### Topic Background:

Education programs were instituted in the late 19th century to remove Indian children from the influence of tribal traditions and offer them a proper education. To make Indian children patriotic and productive citizens, government-run boarding schools, reservation boarding schools and day schools were introduced. These schools strictly adhered to the speaking of only the English language. They were conducted with military-like schedules and discipline, and emphasized farming and other manual skills. The daily schedule was split between academics and vocational training. By 1893, such education for Indian children was mandatory.

Taken from:

[http://www.loc.gov/teachers/classroommaterials/primarysourcesets/assimilation/pdf/teacher\\_guide.pdf](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/assimilation/pdf/teacher_guide.pdf)

### Source(s) Used:

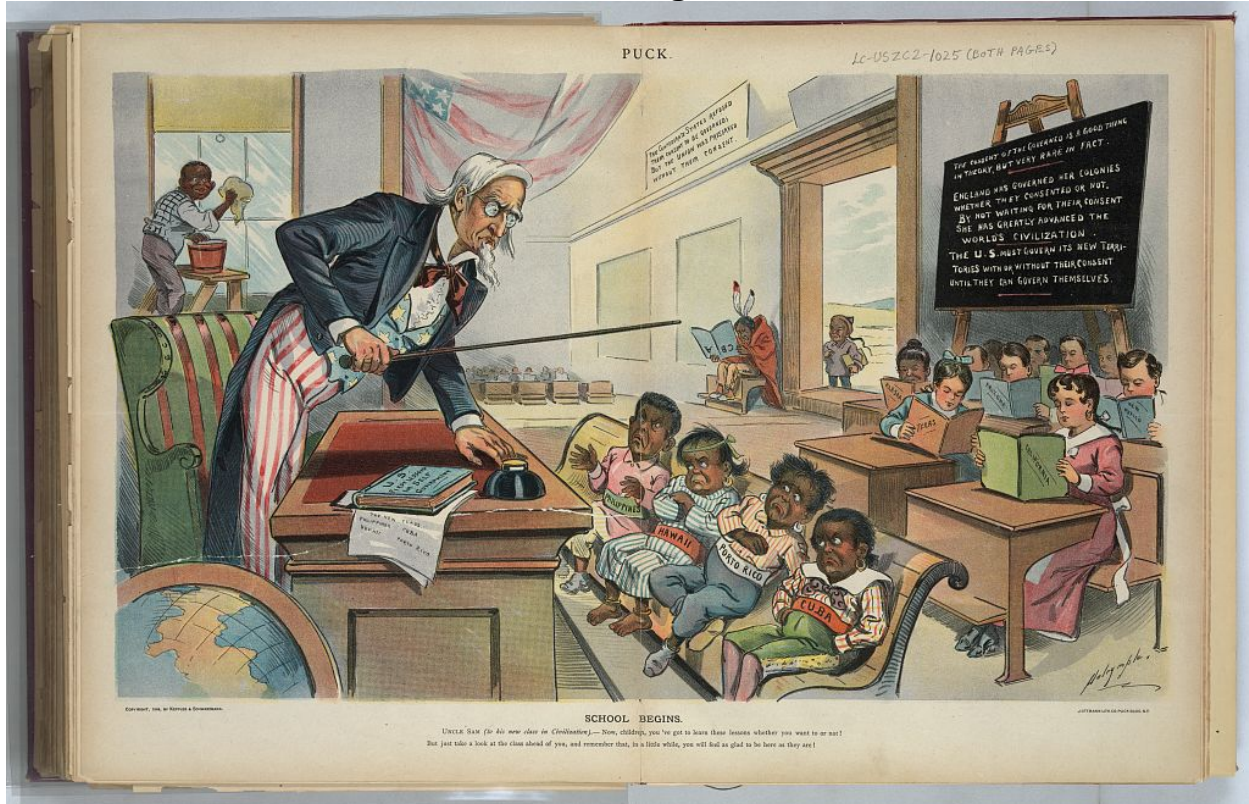
The source used for this assessment is Louis Dalrymple's political cartoon entitled, "School Begins," which was published by New York's Keppler & Schwarzmann in January 1899. Dalrymple portrays the marginalization of minorities already living in the United States, and the troubled relationship of Uncle Sam's interference with Cuba, Puerto Rico, Hawaii, and the Philippines.

### Answer Key:

Question 1 – D

Question 2 – B

## School Begins



Caption: Uncle Sam (to his new class in Civilization) Now, children, you've got to learn these lessons whether you want to or not! But just take a look at the class ahead of you, and remember that, in a little while, you will feel as glad to be here as they are!

### Questions:

- In the caption, Uncle Sam tells the students on the bench that, "...in a little while, [they] will feel as glad to be here as [the students sitting at desks] are!" What evidence from the image best challenges what Uncle Sam says? (CCSS. RI.9-10.1)
  - The "students" on the bench are eager to learn.
  - The students at the desks are clearly miserable in class.
  - Uncle Sam is ready to use force on unruly students (i.e. beat them with the cane).
  - Other non-white students are excluded from or neglected in the class.
- A book on Uncle Sam's desk is titled "U.S. First Lessons in Self-Government." How does this detail support the main idea of the cartoon? (CCSS. RI.9-10.2)
  - It demonstrates how successful the lessons have been with the American States.
  - It highlights the irony of forcing US style of government on other nation-states while robbing them of sovereignty.
  - It suggests that Uncle Sam wants to teach Cuba, Puerto Rico, etc. how to govern themselves.
  - It shows Uncle Sam's desire to empower other countries through the lessons of the American Revolution.