The Use of the Cloze Procedure as a Strategy for Teaching Content and Vocabulary

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THE USE OF THE CLOZE PROCEDURE AS A STRATEGY FOR TEACHING CONTENT AND VOCABULARY

THESIS

Submitted to the Graduate Committee of the Department of Curriculum and Instruction Faculty of Education State University College at Brockport in Partial Fulfillment of the Requirements for the Degree of Master of Science in Education

by

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Abstract

The purpose of this study was to investigate the effectiveness of the cloze procedure when used as a teaching strategy in the content area of social studies. A secondary purpose was to determine the effect of the use of the cloze procedure on classroom attending and motivational behaviors. A treatment and control group were used in a pretest-posttest design. The sample consisted of 28 students (two classes) taught by the same instructor and was equated in terms of reading comprehension, reading achievement, and content and vocabulary. One group was randomly assigned to be the control group and used traditional comprehension methods to reinforce content and vocabulary. The other class was the experimental group and used a variety of cloze activities to reinforce the same content vocabulary.

The students were pretested with a researcher devised content and vocabulary test based on units in the textbook New York the Empire State published by Prentice-Hall, Inc. Those words and concepts which 85 percent of the students had correct were eliminated from the study. In addition the students were pretested with the Degrees of Reading Power Test, a multiple-choice maze test. Upon completion of the 12-week treatment period, students were posttested.

The data were analyzed at the .05 level of significance using a series of t tests. The overall mean gains for the treatment group were significant. Teaching with cloze exercises apparently encouraged students in the treatment group to pay closer attention to meaning,
It was concluded that utilization of the cloze procedure as a teaching strategy had a positive effect on student attending and answering behavior and a positive change in student motivation in regard to group and independent work.

Suggestions for classroom applications and implications for further research were discussed.
Chapter I

Statement of the Problem

The cloze procedure was developed primarily to assess readability and/or reading achievement (Taylor, 1953). It has proven to be a reliable and valid tool in measuring comprehension (Bloomer, 1962; Bormuth, 1968; Rankin & Culhane, 1969). Although much of the early research has concentrated on the use of cloze as a measure of readability and comprehension, studies have also been conducted to determine new uses for the cloze procedure in the classroom.

Schneyer (1965) studied the effect of cloze exercises on the reading comprehension of sixth grade students. He concluded that the completion of cloze exercises did not improve reading comprehension due to the lack of discussion after the cloze tasks were completed. Schneyer stated the necessity of students' verbalizing and discussing their answers.

This need for verbalization was confirmed by Heitzman and Bloomer (1967) who studied the effect of non-overtly reinforced cloze tasks on reading comprehension. This procedure was not effective in producing an increase in reading comprehension.

Researchers have suggested that cloze plus reinforcement, discussion of completed passages, would increase the effectiveness of the cloze procedure (Martin, 1968; Sinatra, 1977). A motivational situation in which students could actively seek and understand quality
answers would greatly increase the instructional parameters of the cloze procedure.

Martin (1968) incorporated this evidenced need for reinforcement in his study by comparing the effect of generative grammar instruction and cloze instruction on the listening, writing, and reading skills of college freshmen. The cloze tasks were followed by class discussion so students could share the reasons for their choices. The cloze group performed significantly better than the control group.

Sinatra (1977), in using a lexical cloze technique strategy with elementary students, found significant gains were made in vocabulary and comprehension. The final step in his three step strategy was discussion of the cloze activity.

Goodman (1975) discussed strategy lessons and their importance on focusing on areas of written language that are not processed correctly.

In 1976, Gunn and Elkins (cited in Vierthaler, 1980) effectively used cloze to develop word attack skills and promote vocabulary development. Reading comprehension was improved.

Suggestions for applying cloze instructional activities have been made by Bortnick and Lopardo (1973). Thomas (1978) listed eight types of cloze activities and suggested that cloze could be used to teach and give practice in skill development.

Even though some reports presented nonsignificant findings (Guice, 1969; Heitzman & Bloomer, 1967), further research has shown that the cloze procedure, if used correctly, is a valuable teaching
strategy in any classroom (Gunn & Elkins, 1976; Payne, 1979; Sinatra, 1977).

Researchers and educators have shown that direct instruction with the cloze activity combined with the necessary reinforcement actively involves the student in the reading process. Comprehension and vocabulary development can be significantly increased.

**Purpose**

The primary purpose of this study was to investigate the effectiveness of the cloze procedure when used as a teaching strategy in the content area of social studies. A secondary purpose was to determine the effect of the use of the cloze procedure on classroom attending and motivational behaviors.

**Questions**

1. Is there a significant difference between the pretest and the posttest scores of the cloze group as measured by Degrees of Reading Power Test, January, 1981 and June, 1981?

2. Is there a significant difference between the posttest scores of the content/vocabulary group and the cloze group on the teacher-made unit test?

3. Is there a significant difference between the posttest scores of the cloze group and the content/vocabulary group as measured by Degrees of Reading Power Test, June, 1981?

4. Is there a significant difference between the posttest scores of the content/vocabulary group and the cloze group on the researcher devised test?
5. Is there a difference in student attending and answering behavior because of the introduction of the cloze procedure as a classroom activity?

6. Is there a difference in student motivation in regard to group and independent work in the classroom due to the use of the cloze procedure as a teaching strategy?

Need for the Study

The use and evaluation of the cloze procedure as a valuable instructional strategy involving the student in cognitive interaction with the text has been recognized. Cloze tasks focus the attention of the reader on the meaning rather than on the individual words (Culhane, 1970). Using the cloze procedure helps develop the students' ability to use contextual clues as a reading strategy (Lopardo, 1975). Bortnick and Lopardo (1973) and Lee (1978) noted that the cloze procedure naturally leads to instruction in the use of contextual clues as a reading strategy.

The cloze procedure provides one way of manipulating reading material in order to learn more about the way the readers comprehend and make use of the language cues in written material. Goodman (1975) discusses the value of strategy lessons. "Learning by using specifically focused material which is as much like 'real' reading material as possible gives readers all the language cues intact so they can interrelate the specific strategy into a total language setting" (p. 34).

Inefficient readers need help in realizing that the purpose of reading any passage is to gain meaning for one's self and not to
simply complete an assignment for the teacher (Watson, 1973). The cloze procedure provides the opportunity for teachers and students to actively participate together in deriving meaning from reading. Additional investigation into the use of the cloze procedure as an instructional strategy appears to be needed. This study investigated the effectiveness of the cloze procedure as a teaching strategy to aid retention and understanding of social studies content and vocabulary.

**Definition of Terms**

*The cloze procedure* is a technique of supplying the appropriate word for each omission that has been systematically deleted from the passage at specified intervals (Payne, 1979).

*Multiple-choice cloze (maze)* passage refers to those items in which detractors along with the selected word are presented in a multiple-choice format for each deletion (Payne, 1979).

*Comprehension* is the correct association of meaning with word symbols, the evaluation of meanings which are suggested in context, the selection of the correct meaning, the organization of ideas as they are read, the retention of these ideas, and their use in some present or future activity (Yoakam, 1951, cited in Guice, 1969).

*Synonym closure* refers to a term which has the same meaning as the precise word being used to complete the closure.

*Instructional strategies* as utilized in this study refers to the modified cloze treatment exercises presented to the cloze experimental group (see Appendix A).
Traditional methods as utilized in this study refers to comprehension activities and exercises such as answering the questions at the end of the chapter, writing vocabulary definitions, and outlining main events.

**Summary**

The cloze procedure is an important tool in producing significant positive results in reading comprehension through actively reinforced activities. Direct teaching with this instrument stimulates cognitive interaction between the reader and the written passage. The cloze procedure provides the opportunity for teachers and students to participate together in deriving meaning from reading.
Chapter II

Review of the Literature

Purpose

The primary purpose of this study was to investigate the cloze procedure as a method for teaching seventh grade social studies content and vocabulary. A secondary purpose was to examine the effect of the use of the cloze procedure materials and techniques on classroom attending and motivational behaviors. This investigation dealt with three areas of reading research and the literature surveyed will be divided into the following categories accordingly:

- The cloze procedure as a teaching technique
- Cloze test construction
- Formats for the cloze.

The Cloze Procedure as a Teaching Technique

New uses for the cloze procedure in the classroom are continually being developed. Although much of the early research focused on the cloze as a measure of readability and as a measure of comprehension, recent investigations research the possibility of using the cloze procedure as a tool to increase reading comprehension.

Jongsma (1971) cited Roosinck's 1962 effort to use the cloze as an instructional device. The study involved 18 sixth grade students who were given cloze exercises to complete in a programmed learning procedure. The self-teaching, self-correcting tasks became progressively
difficult. Passages were based upon social studies and science textbooks, and deletions were made selectively. No reinforcement was used in this learning program. This exploratory study showed no significant gains in comprehension.

Schneyer (1965) also investigated the effect of cloze exercises on the reading comprehension of sixth grade students. The experimental group was given cloze exercises to complete each day in addition to the normal reading group exercises. The cloze were scored and returned to the students the following day. The control group received the regular basal program. There was no significant difference in reading comprehension between the experimental and control groups. Schneyer concluded that completion of cloze exercises did not improve reading comprehension due to the lack of discussion after the cloze tasks were completed. Schneyer discussed the need for students to verbalize and discuss their answers.

This need for verbalization was confirmed by Heitzman and Bloomer (1967) who studied the effect of non-overtly reinforced cloze tasks on reading comprehension using ninth grade students. The study showed that this procedure was not effective for producing an increase in reading comprehension.

Researchers suggested that cloze plus reinforcement, discussion of completed passages, would increase the effectiveness of the cloze procedure. Students should verbalize their reasons for their choices (Culhane, 1970; Heitzman & Bloomer, 1967; Schneyer, 1965).
Martin (1968) incorporated this evidenced need for verbalization in his study comparing the effect of generative grammar instruction and cloze instruction on the listening, writing, and reading skills of college freshmen. He used two experimental groups and a control group. The control group took the freshman composition course, an experimental group worked on transformational grammar, and the second experimental group completed cloze exercises. The cloze tasks were followed by class discussions so students could share the reasons for their choices. The experimental groups scored higher than the control group on the silent reading test.

Strang (1944) interviewed high school and college students and concluded that the students did not have functional knowledge of context clues and how to use them to gain meaning from the written text. Preston (1980) cited Petty, Herold and Stoll's (1967) review of the research that students need direction from the teacher in the use of context clues. The cloze procedure provides the opportunity for this teacher direction.

Throughout the literature the need for direct teaching has been emphasized. In 1958 McCullough stated:

But like every other reading skill that has been investigated, awareness and use of contextual aids are best affected by direct teaching and continuous attention. (p. 299)

Leary (1951) noted the importance of "training" a child to use the context to anticipate, to infer, to derive meaning. Karlin (1971) agreed that children need to be taught how to use and recognize common contextual clues.
Bartnick and Lopardo (1973) reported that the cloze procedure naturally leads to instruction in the use of contextual clues as a reading strategy. These authors suggest specific strategies be used to help students learn to use the context more effectively.

The cloze procedure provides one way of manipulating reading material which enables educators to learn more about the ways readers comprehend and make use of the language cues in written material. These insights can provide unlimited material for instructional strategies (Kaminsky, 1979).

A study by Blumenfield and Miller (1966) determined the relationship of grammar and its application to reading using good readers and poor readers. Cloze exercises deleting every fifth word were completed by the students. The answers were studied and categorized by word class--nouns, verbs, adjectives--in order to compare the two groups. The results indicated that good and poor readers alike were able to fill in the blank with the correct word class.

In 1976, Gunn and Elkins, cited in Vierthaler (1980), designed a cloze program for third graders to help develop word attack skills and promote vocabulary development. Four cloze exercises were completed weekly, each comprising half an hour. This treatment was found to be effective in improving reading comprehension.

Giuce (1969) used the cloze procedure with college students. The two groups of students were attempting to improve their reading comprehension. The control group received the usual instruction as did the experimental group plus practice with cloze exercises. Cloze
students were scored on cloze tasks based upon exact replacement or synonym replacement. There was no significant difference between the two groups.

More recent studies have used the cloze procedure as an instructional tool with specific groups of students or combined with other procedures. Culhane (1970) suggested using the cloze procedure with those students who easily recognize words but have difficulty deriving meaning from the written text. Cloze tasks focus the attention of the reader on the meaning rather than on the individual words.

The cloze has been used in combination with the language experience approach. Jongsma (1971) reported on a study conducted by Kingston and Weaver done in 1970. The two techniques were used together with culturally disadvantaged first graders. The text was the children's own language experience stories. The students were to provide words that would make sense in the blank. These possible answers were discussed.

The language experience approach and the cloze procedure were combined again in a study by Lopardo (1975). This combination was used with disabled readers. The language experience approach eliminated any discrepancies between the written and oral language. Students were interested in reading their own stories as well as reading the stories of their peers. Combining this approach with the cloze procedure helped develop the students' ability to use contextual clues as a reading strategy.
Cited in Kaminsky (1979):

The recently devised reading test of the New York State Education Department (1978) uses a format which deletes familiar vocabulary words derived from the National Vocabulary Inventory, developed by Edgar Dale and Joseph O'Rourke (1976). The Degrees of Reading Power Test (New York State, 1978) minimizes difficulty in vocabulary in order to measure the ability to see relationships of meaning within sentences and context, thereby requiring the reader to use semantic and syntactical cues to "read" the text without penalty for restricted vocabularies. (p. 16)

Goodman (1975) discusses the value of strategy lessons in reading comprehension. Strategy lessons help readers focus on areas of written language they are not processing effectively. Goodman explains that the first step for inefficient readers is to help them to understand that they are successful users of language and that this ability can help in reading. Using a modified cloze procedure as a strategy lesson may help such readers become confident about their ability to use context to predict and guess at missing language elements.

It is the responsibility of educators to teach reading as a thinking process (Stauffer, 1975). The most important element in providing this training for students is the teacher. Teachers must provide an environment where students may take an active part in learning. More highly motivated students perform at a higher level in reading than students with low motivation (Curtis & Shaver, 1980; Ryan, 1979).

Sinatra (1977) developed cloze procedure lessons for elementary students in grades one through five in a five week summer reading program for high risk students. The cloze procedure was used for
reading comprehension and vocabulary development. The lessons were conducted in three steps. In steps one and two, students were given direct experiences to help in word meaning and association. In the third step the students applied what they learned by completing a cloze exercise. Significant gains were shown in the area of vocabulary at all grade levels. Significant gains in reading comprehension were made in grade two and positive gains achieved at the other grade levels.

Gordon, cited in Dawson (1968), reported the responsibility of the teacher to create an environment whereby students are encouraged to ask questions and engage in problem solving. Instruction in critical reading skills can help children improve their cognitive abilities (Wolf, King, & Huck, 1967).

Keeler (1978) states that the cloze procedure is a practical tool for generating discussions about content material since students usually ask for explanations of the correct answer. "This discussion serves as a catalyst for the instructor who can then clarify terms and concepts and eliminate misconceptions and ambiguities" (p. 31).

Payne (1979) worked with multiple-choice cloze exercises developed from content materials. The treatment group of fifth graders showed significant results in comprehension. The Degrees of Reading Power Test and a standard cloze test were used to measure gains in comprehension.

Vierthaler (1980) investigated the effectiveness of teaching poor readers using cloze exercises. Thirty-one fourth and fifth graders were used. The treatment groups were instructed with cloze procedures
three times each week for periods of twenty minutes. Specific instructional strategies were used during the ten week period. It was concluded that the use of the cloze exercises encouraged students in the treatment groups to give careful attention to contextual clues. However, this improvement as measured by the cloze tests was not observable on the reading achievement test.

Askov and Kamm (1976) reported significant gains made by children taught how to use context clues. Through proper questioning a teacher can encourage critical reading and responses (Schaefer, 1975). Russell (1961) states the importance of teaching students how to think, instead of what to think. Spache and Spache (1973) discussed the importance of teacher expectations and demands. How a child is taught will affect his ability to develop thinking skills. The student must be specifically taught how to develop thinking skills while reading.

Researchers and educators have suggested that direct instruction with the cloze procedure actively involves the student in the reading process. E. L. Thorndike (1917) described how individuals must reason while reading. Thorndike speculated that comprehension consisted of constructing appropriate relationships and that readers must "select, repress, soften, emphasize, correlate, and organize" information as they process printed materials (p. 329).

**Cloze Test Construction**

The cloze procedure is a technique of supplying the appropriate word for each omission that has been systematically deleted from the passage at specified intervals (Payne, 1979). The deleted word may
be lexically selected (e.g., only verbs or adverbs) or mechanically chosen (i.e., every nth word). A modified version or variation of the cloze would consist of the deleted word being presented along with several distractors in a multiple-choice format. Also, a matching cloze could be used in which the deleted words are randomly arranged with or without distractors.

Research has shown that a cloze test should consist of 250 words with approximately 50 deletions (Bormuth, 1965; Rankin & Culhane, 1969; Taylor, 1956). The standard pattern of word deletions is every five words. Eighth and tenth word deletions are also frequently used patterns (Potter, 1968). The deletion pattern should never be less than every fifth word (Fram, 1972).

**Formats for the Cloze**

The standard format for the cloze technique is the word deletion pattern described above. This format can be modified for instructional or testing purposes by changing the length and/or deletion pattern of the passage.

Suggestions for applying cloze instructional activities were made by Bortnick and Lopardo (1973). Upon introducing cloze exercises, they suggest the students should first do a silent reading; the passage should then be read aloud sentence by sentence by a teacher or student; lastly, students should suggest possible answers and discuss the reasons for their choices.
Rankin (1977) offers a hierarchy of uses of the cloze procedure, in which readers progress from the least complex to the most complex. These cloze designs can be useful in teaching reading comprehension.

Thomas (1978) suggests eight styles of cloze activities that can be used in any classroom. These strategy lessons provide the student with practice in the following skills:

1. General context clues. Structurally a systematic deletion pattern with every fifth word replaced provides useful training in general use of context clues and consequently, "global" rather than specific comprehension. Strict adherence to the deletion pattern is not necessary for instructional purposes and accepting synonyms may not only be reasonable but actually desirable.

2. Context/content clues. Content reading material requires a selective deletion pattern. Selected lexical terms should be carefully chosen being sure to leave sufficient contextual support.

3. Process strategies/combined cues. These cloze exercises can be created for functional application of grapho-phonic clues as well as semantic and syntactic information.

4. Specific phonic elements. Cloze exercises using a selective deletion pattern can be designed to emphasize functional application of phonic generalizations.

5. Specific morphemic elements. Cloze exercises can be designed to provide practice with and application of morphemic (root words, prefixes, suffixes) understandings.

6. Relationships: Function words. Cloze exercises can be designed to provide practice with function words--the prepositions, articles, conjunctions, and auxiliary verb--which will assist the reader in perceiving interrelationships among ideas within and between sentences.

7. Relationships: Pronouns and pronoun referents. Cloze exercises can be developed which cue readers' attention to such relationships.
8. Relationships: Organizational patterns. Cloze exercises can be designed to help facilitate the reader's discovery and awareness of cues for certain paragraph patterns: A) simple listing, B) time order, C) comparison/contrast, and D) cause/effect. (pp. 4-10)

In addition, Thomas (1978) also explains what teaching procedure should be used with cloze exercises:

1. Presentation and preparation. Motivation and background must be developed. A specific purpose should be outlined for the students by way of a practice exercise. At this time the teacher should orally discuss his/her reasoning for selecting each answer. The passages should be designed at the students' instructional or independent level.

2. Preview and completion. Three readings of the entire selection are suggested. The first preview reading should be only a mental effort to fill the blanks and globally understand the passage. The second reading is used to fill in the blanks with definite answers as well as guesses. The third reading provides the student with the opportunity to check to see if his answers make sense in relation to the context and the entire selection.

3. Follow-up. "Perhaps the most critical step in teaching CLOZE exercises is actually what happens after students finish filling in the missing language elements" (p. 12). (pp. 11-12)

Summary

The cloze procedure has been used as a measure of readability and comprehension. It is now being used as a teaching strategy to actively involve the reader in the reading process.

The literature and research stress the importance of direct teaching. The teacher is responsible for teaching students how to develop thinking skills while reading.
Chapter III

Design of the Study

Purpose

The primary purpose of this study was to investigate the effectiveness of the cloze procedure when used as a teaching strategy in the content area of social studies. A secondary purpose was to determine the effect of the use of the cloze procedure materials and techniques on classroom attending and motivational behaviors.

Hypotheses

1. There is no significant difference between the pretest and the posttest scores of the cloze group as measured by Degrees of Reading Power Test, January, 1981 and June, 1981.

2. There is no significant difference between the posttest scores of the content/vocabulary group and the cloze group on the teacher-made unit test.

3. There is no significant difference between the posttest scores of the cloze group and the content/vocabulary group as measured by Degrees of Reading Power Test, June, 1981.

4. There is no significant difference between the posttest scores of the content/vocabulary group and the cloze group on the researcher devised test.
Methodology

Subjects

The subjects were 28 seventh grade students in an urban junior-senior high school. These students were in a Regents track social studies class. The treatment group consisted of 14 seventh graders who were receiving instruction through cloze procedure activities. The control group consisted of 14 seventh graders who were receiving instruction through traditional methods (see Definition of Terms, page 8).

The two groups were equated in terms of available reading achievement scores on the Metropolitan Reading Achievement Test. In addition, the groups were administered a content/vocabulary pretest based on the social studies units the students would be studying. The subjects were also compared on mean reading scores on the Degrees of Reading Power Test prior to the treatment. Table 1 provides the results of the t-test for small independent groups performed on these data.

Table 1

<table>
<thead>
<tr>
<th>Groups</th>
<th>Metropolitan</th>
<th>Content/Vocabulary</th>
<th>Degrees of Reading Power</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>S.D.</td>
<td></td>
</tr>
<tr>
<td>Treatment</td>
<td>10.48</td>
<td>2.15</td>
<td>36.54</td>
</tr>
<tr>
<td>Control</td>
<td>10.79</td>
<td>1.82</td>
<td>43.00</td>
</tr>
<tr>
<td>Obtained t value</td>
<td>-0.41 n.s.</td>
<td>-1.46 n.s.</td>
<td>-0.69 n.s.</td>
</tr>
<tr>
<td>Required t for 26 d.f. at p &gt; .05</td>
<td>2.06</td>
<td>2.06</td>
<td>2.06</td>
</tr>
</tbody>
</table>
There were no significant differences between the groups for Metropolitan scores, content/vocabulary scores, or Degrees of Reading Power Test scores.

**Instruments**

The following tests were used to assess pre-treatment status as well as post-treatment achievement levels for both groups:

1. The Degrees of Reading Power Test (January, 1981) was used to establish mean reading scores for both treatment and control groups. This was administered prior to treatment.

2. The Degrees of Reading Power Test (June, 1981) was administered as a posttest to both the treatment group and the control group to assess changes in reading ability for the treatment group.

3. A content/vocabulary multiple choice test was developed by the researcher for use as a pretest and posttest to assess changes and growth in content/vocabulary information retention. The content of the test was based on social studies units to be studied by the students in each group (see Appendix C).

4. A teacher-made unit test was administered as a posttest to each group to establish mean scores as a comparative measure.

5. The Metropolitan Achievement Test (Spring, 1978) was used to establish mean reading scores for both treatment and control groups as a comparative measure.

**Procedure**

The treatment group and the control group were pretested with the Degrees of Reading Power Test, January, 1981, during the first week in
January, 1982. This test format was a multiple-choice cloze (maze) construction. In addition, the treatment group and control group were pretested with the content/vocabulary multiple-choice test during the first week in January. The Metropolitan Achievement Test was used as a comparative measure in reading ability for both groups.

The treatment group received direct instruction using modified cloze exercises over a period of 12 weeks beginning the first week in January and continuing through the first week in April. The treatment group completed 21 cloze exercises developed by the researcher as well as participating in group classroom cloze activities. The cloze exercises were developed from and based on the social studies textbook. The following strategies and activities were used:

1. **Process strategies.** These cloze exercises provided graphophonetic clues as well as semantic and syntactic information.

2. **General context clues.** No systematic deletion pattern was used and synonyms were accepted. Deletions were made based on concepts and vocabulary the researcher deemed important.

3. **Content/context clues.** A selective deletion pattern was used. Lexical terms were carefully chosen in order to provide sufficient contextual support.

4. **Relationships: Organizational patterns.** Cloze exercises were designed to help the reader discover and become aware of cues for certain paragraph patterns: (a) simple listing, (b) time order, (c) comparison/contrast, and (d) cause/effect.

5. **Homework activities.** Cloze exercises were sent home to be completed as a review of the day's lesson.
6. **Group activities.** The treatment class was divided into groups to work as teams to complete cloze exercises.

7. **Assessment activities.** The cloze was used in the form of a quick review test on reading material. (Samples of cloze exercises are found in Appendix A.)

The initial cloze exercises were highly structured and offered the students clues to assure success and a feeling of confidence. The researcher did not teach at any time during this 12 week period. All teaching and reinforcement were done by the classroom teacher. The classroom teacher conducted the question and discussion periods following the use of the cloze as an instructional strategy.

The control group studied the same social studies content as the treatment group but were not given any cloze activities to complete. The classroom teacher used traditional teaching methods.

A checklist was devised for use by the classroom teacher to assess observable changes in students' attention, motivation and concentration. This checklist was filled out for both the treatment and the control group on a weekly basis. Students in the cloze group were asked to complete a short checklist to ascertain their attitudes about the cloze activities.

Upon completion of the 12 week instructional period, the students in the treatment group and the students in the control group were given the teacher-made unit test. In addition, both groups were posttested with the Degrees of Reading Power Test and the content/vocabulary test.
Statistical Analysis

The data were analyzed using a series of $t$ tests to determine significance at the .05 level of significance. The pretest and posttest scores of both groups were tested for significant differences using a $t$ test for independent measure.

Summary

The treatment, control, pretest-posttest design was used to ascertain the effects of cloze activities as an instructional strategy in the content area. The sample consisted of 28 seventh grade social studies students. The treatment and control groups were equated in terms of reading ability and content/vocabulary knowledge. During the 12 week period the treatment group worked on cloze exercises developed from the social studies text. The exercises were all variations of modified cloze. A $t$ test was used to analyze the data.
Chapter IV

Analysis of Data

Purpose

The primary purpose of this study was to ascertain the effectiveness of using the cloze procedure as an instructional strategy in the content area of social studies. A secondary purpose was to investigate the effect of the use of the cloze procedure materials and techniques on classroom attending and motivational behaviors.

Findings and Interpretations

The null hypotheses investigated in this study were as follows:

1. There is no significant difference between the pretest and posttest scores of the cloze group as measured by Degrees of Reading Power Test, January, 1981 and June, 1981.

2. There is no significant difference between the posttest scores of the content/vocabulary group and the cloze group on the teacher-made unit test.

3. There is no significant difference between the posttest scores of the content/vocabulary group and the cloze group on the Degrees of Reading Power Test, June, 1981.

4. There is no significant difference between the posttest scores of the content/vocabulary group and the cloze group on the researcher devised test.
The first hypothesis was to determine whether a significant difference existed between the pretest and posttest scores of the cloze group as measured by Degrees of Reading Power Test. A correlated t-test was used to test the hypothesis at the .05 level of significance. Table 2 provides the data from this statistical analysis.

**Table 2**

**Degrees of Reading Power Test**

<table>
<thead>
<tr>
<th>Source</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees of Reading Power Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>51.78</td>
<td>58.92</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>9.72</td>
<td>6.37</td>
</tr>
<tr>
<td>t-ratio</td>
<td></td>
<td>-5.18</td>
</tr>
</tbody>
</table>

There was a significant difference in the mean comprehension scores on the Degrees of Reading Power Test, between the mean pretest score and the mean posttest score for the treatment group. The t-ratio was calculated at -5.18. Null hypothesis one was rejected because the t-ratio was below the -1.771 needed for significance. In this study the mean gain of 7.143 could only be ascribed to chance variation with a probability less than .00001.

Hypothesis two was to determine whether a significant difference existed in the mean posttest scores of the teacher-made unit test between the content/vocabulary group (control) and the cloze (treatment) group. A correlated t-test was used to test the hypothesis at the .05
level of significance. Table 3 provides the data from this statistical analysis.

Table 3

<table>
<thead>
<tr>
<th>Source</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>85.28</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>5.02</td>
</tr>
<tr>
<td>Control</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>83.07</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>6.85</td>
</tr>
<tr>
<td>t-ratio</td>
<td>1.96</td>
</tr>
</tbody>
</table>

There was a significant difference between the two groups on the teacher-made posttest as the data in Table 3 illustrate. At the 0.05 level of significance, and with 13 degrees of freedom, 1.77 was needed for significance. The t-ratio on the teacher-made posttest was calculated at 1.96. Therefore these data reject null hypothesis two.

Hypothesis three was to determine whether a significant difference existed between the two groups on the posttest Degrees of Reading Power Test. A correlated t test was utilized to test this hypothesis at the .05 level of significance. Table 4 provides the results of this analysis.
Table 4

Degrees of Reading Power Test

Mean Comprehension Posttest Scores

<table>
<thead>
<tr>
<th>Source</th>
<th>Posttest</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td></td>
<td>58.93</td>
<td>6.37</td>
</tr>
<tr>
<td>Control</td>
<td></td>
<td>58.00</td>
<td>8.90</td>
</tr>
<tr>
<td>t-ratio</td>
<td></td>
<td>0.67</td>
<td></td>
</tr>
</tbody>
</table>

There was no significant difference between the two groups on the posttest Degrees of Reading Power Test as the data in Table 4 illustrate. At the 0.05 level of significance, and with 13 degrees of freedom, 1.77 was needed for significance. The t-ratio on the Degrees of Reading Power Test posttest was calculated at 0.67. Therefore these data fail to reject hypothesis three.

Hypothesis four was to determine whether a significant difference existed in the mean content/vocabulary scores on the researcher-devised posttest between the treatment and control groups. Table 5 provides the data for this analysis.
Table 5
Mean Content/Vocabulary Scores of the Posttest Researcher Devised

<table>
<thead>
<tr>
<th>Source</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>47.86</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>11.98</td>
</tr>
<tr>
<td>Control</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>54.21</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>9.62</td>
</tr>
<tr>
<td>t-ratio</td>
<td>-2.19</td>
</tr>
</tbody>
</table>

There was a significant difference between the two groups on the researcher devised posttest as Table 5 indicates. These data reject null hypothesis four. At the 0.05 level of significance and with 13 degrees of freedom, 1.77 was needed for significance. Since the t-ratio of -2.19 was below this level the fourth hypothesis was rejected.

Question five was to determine whether there was a change in student attending and answering behavior because of the introduction of the cloze procedure as a classroom activity. This was determined by a checklist (see Appendix B), filled in weekly by the teacher. Examination of these checklists indicated: increased student participation in discussion; strong student interest in completing assignments; and careful attention to reading context.

Question six was to determine whether there was a change in student motivation in regard to group and independent work in the classroom due to the use of the cloze procedure as a teaching strategy. This was determined by a checklist (see Appendix B), kept on a weekly basis.
by the teacher. A review of these checklists and teacher comments demonstrated that students actively participated in discussions and group activities, and cloze exercises stimulated healthy competition in independent as well as group work. Students did not appear to feel threatened by cloze exercises and were interested in sharing their answers.

Summary

The aim of this study was to ascertain the effectiveness of using the cloze procedure as an instructional strategy in the content area of social studies.

A series of t tests was used to analyze the data. The findings suggest that the cloze procedure is an effective instructional strategy.

Of the four null hypotheses, the data rejected hypotheses 1, 2, 4 and failed to reject hypothesis 3. Analysis of the data demonstrated that the treatment group's posttest scores on the Degrees of Reading Power Test were significantly greater than the pretest scores. The analysis of the data also illustrated that the treatment group had significantly greater scores on the teacher-made unit test when compared with the control group. Data analysis also demonstrated that there was no significant difference between the two groups on the posttest Degrees of Reading Power Test.

Using the cloze procedure as a teaching strategy can bring about positive change in student behavior and motivation.
Chapter V

Conclusions and Implications

Purpose

The central purpose of this study was to investigate the effectiveness of the cloze procedure when used as a teaching strategy in the content area of social studies. A secondary purpose was to investigate the effect of the use of the cloze procedure materials and techniques on classroom attending and motivational behaviors.

Conclusions

The results of this study lead to the following conclusions:

1. The overall mean gains for the treatment group were significant. Teaching with cloze exercises apparently encouraged the students in the treatment group to pay closer attention to meaning. This resulted in increased ability to respond with correct replacements for deleted words in cloze passages and the ability to retain learned information;

2. Utilization of the cloze procedure as a teaching strategy had an appreciable effect on student attending and answering behavior. It was affirmed that there was increased student motivation in regard to group and independent work.

The results of this study demonstrated that the treatment group made a significant mean gain on the Degrees of Reading Power Test. This effect is evidence that the students did indeed learn the skill utilizing contextual information to supply words which were deleted.
Even though the control group scored significantly better than the treatment group on the researcher devised posttest, it is important to note that the mean gain of the treatment group was greater than the mean gain of the control group. This may have occurred because of the large standard deviation on the pretest and posttest in combination with the small sample population. The results of this study must be interpreted with caution in light of the small sample and can be generalized only to this particular population.

**Implications for Research**

The results of this study indicate that further investigation into the use of the cloze procedure as a teaching strategy is warranted. There are a limited number of studies available in which cloze has been used as an instructional technique. Only a few of these investigations have examined the use of the cloze in the content area. Future studies could examine the effect of this teaching technique in different content areas, and with different age and ability levels.

Because the cloze technique can be manipulated and adapted to these varying abilities and age levels, additional research could investigate the effects of teaching the use of contextual clues with this procedure.

**Classroom Implications**

The cloze procedure has valuable implications for teaching. This technique, when used on a regular basis, appears to be an effective method for teaching content and vocabulary. In addition, it appears to bring about positive student attending behavior because of its format.
The cloze procedure leads to discussion as students require an explanation of the correct answer. This discussion allows the teacher to clarify meanings and concepts and is critical to cloze instruction.

When cloze exercises are prepared from the students' textbooks, the students become more careful, attentive readers since they know they must complete a cloze based on the readings. This initiates reading for meaning and understanding.

Cloze tests and exercises can be created to give practice in the following areas: paragraph patterns, literal comprehension, implied and inferred comprehension, relationships (pronoun referents), specific phonic elements, process strategies, vocabulary, and knowledge of language structures. Cloze is easily adaptable to these and other areas. The cloze procedure provides an alternative to traditional reading instructional activities.

**Summary**

It was concluded that the cloze procedure enabled students in the treatment group to increase their ability to correctly fill in deletions and to retain content information. In addition, it appears that the cloze procedure activities bring about positive change in student attending behaviors and motivation.

Suggestions for further research included continued investigation of the cloze procedure in the content area with varying abilities and age levels, and further study of the effects of using the cloze procedure to teach contextual clues.

The results indicate that the cloze technique may be a valuable teaching tool and an alternative to traditional comprehension activities.
Bibliography
Bibliography


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Lopardo, G. LEA--Cloze reading material for the disabled reader. Reading Teacher, 1975, 29, 42-44.


Appendix A

Sample Cloze Exercises
Name ___________________________ Date ________________

Jamestown, 1607

Directions: After silently reading pages 67, 68, and 69 about the founding of Jamestown, try to fill in the blanks below. First do as many as you can without looking back. Then, return to the reading to fill in any blanks you could not remember.

The London Company, a joint-stock organization, received a c_________ to colonize Virginia. Three ships carrying only men set out from London, England, in 1606. Many colonists died during the difficult passage which lasted f_________ months. In 1607, they settled on a peninsula in the J_________ River. They named the settlement J_________. Instead of planting crops and storing food the settlers spent their time searching for g_________ and silver, and trying to find a water passage to the F_________. As winter approached many died and only the efforts of Captain John S_________ and his ships saved Jamestown. He taught the colonists how to build and plant but when he left they went back to their old ways. Many starved. Learning the hard way, the colonists finally planted crops, bred animals, and began fishing. The colonists began to grow t_________ which they sold to London for a good price. This helped raise m_________ for Jamestown. But tobacco w_________ out the soil making it necessary to find n_________ fields or face crop failure.

The year 1619 was an important year in Jamestown for three reasons: the arrival of the first group of b_________, the landing of the first large group of white w_________, and the establishment of the first representative a_________ in North America. The blacks came as i_________ servants. They served a master for a period of years and could then go free. A man could marry one of the women if she liked
him and if he paid for her transportation which cost 120 pounds of...

The House of B__________ was the first representative assembly in America. Delegates from the colony met and they passed a series of their own l__________. Because of problems between the colonists and the I__________ there was a terrible massacre in 1622. Many colonists were killed, homes were burned, and livestock was lost. King James I used this massacre as an excuse to take c__________ of Virginia. He made Virginia a r__________ colony and the H__________ of B__________ was discontinued. The king restored the House of Burgesses four years later. The House was elected by the colonists. The governor was appointed by the k__________. The governor appointed his own council. This was typical of the government of royal colonies. The s__________ of the governor was paid by the House of Burgesses. Therefore, if the governor didn't do what the colonists wanted they didn't pay him. In this way, the colonists had c__________ over the governor. This was very important to the c__________.
Quick Review

Directions: You have learned many facts about Jamestown. Use your new knowledge to fill in the following blanks. You may divide up into pairs to do this work. Do not use your books. Good luck!

Jamestown

Jamestown was founded in _________. It was founded by the London Company, a joint- _________ organization. The colonists settled on a peninsula in the _________ River. Instead of planting and storing food they spent their time searching for _________ and _________. Because of this many colonists _________ the first winter. Captain John _________ and his ships saved Jamestown. He taught the colonists what to do but when he left they returned to their old ways. Finally the colonists began to grow crops. The most important crop was _________.

1619 was an important year in Jamestown. The first blacks arrived as _________ servants. The first large group of _________ arrived and could be bought with 120 pounds of tobacco. And the first representative assembly was established. It was called the _________ of _________. Delegates to this assembly were elected by the colonists. The governor was appointed by the _________. Jamestown, the first permanent settlement, was the starting point for the colony of Virginia.
The New England Colonies (Northern Colonies)

Directions: Using your book if needed (pages 69, 70, 71 and 72) fill in the blanks below. I have given you the first syllable of each word. First try to fill in as many blanks as possible without using your book.

During the reign of Henry the VIII the Church of Eng____ was called the official religion of England. The king became the head of the church as well as the gov_____. John Calvin felt that each church congregation should select its own minister. His followers were called Cal______. The Calvinists did not believe in religious free____ but they did believe in democracy in church government. Some people refused to go to the Church of England and they set up their own separate churches. These people were known as Sep______. Some people wanted to "purify" the Church of England by doing away with the power of the church bishops. These people were called Pur______. The king of England saw the Puritans and the Separatists as enemies. Some of the Separatists fled from England and received permission to settle in Virginia. (Remember, Jamestown was the first settlement in the colony of Virginia in 1607.) These separatists formed a joint-____ company to raise money for their settlement. In 1620, these colonists set out to sea in the May______. After a terrible voy______, they arrived at Cape Cod, far north of their expected landing place and well outside the territory controlled by the Virginia Company. (The London Company that settled Jamestown came to be known as the Virginia Company.) This group of Mayflower voyagers are known today as the Pil______. The Pilgrims liked the Cape Cod
region and settled on the site of an abandoned Indian village that
Captain John Smith had named Ply_____ Because there was no
government here, the Pilgrims signed the Mayflower Com_____. This
agreement gave the Pilgrims the power to make their own laws. They
all agreed to obey the laws. Plymouth Colony was now established
with a government controlled by the peo_____ Their first win____
was difficult. The In______ helped them plant North American
plants. At their first har______ they had a feast of Thanks_____.
It was from the Pil______ that we have taken our Thanksgiving.

tradition. Plymouth Colony remained small and after 70 years it became
part of the Massachusetts Bay Colony. A group of wealthy Puritans owned
all the stock in the Massachusetts Bay Colony. This colony was well
planned and there was no starving. By 1643, 16,000 people were living
in the col______.

Roger Williams, a Puritan min______ believed every man should
be free to worship God as he thought best. The Puritan leaders did not
believe in religious free_____. Roger Williams was sent away from
Mas______ and he fled to Rhode Island where he established the first
American community with religious freedom for all.

In 1635, Reverend Thomas Hook_______ received permission to
settle in the Connecticut River Valley. The members of his congregation
wanted to rule themselves so they adopted the Fundamental Orders of
Connecticut. This was the first written con_______ in history to
(The New England Colonies [Northern Colonies] continued)

create a government. They elected their own governor and six assistants. In this way Connecticut governed it _______ even after it received its charter in 1662.
The Church of ________ was the official religion of England. Some people refused to go to the Church of England and they set up their own separate churches. These people were known as ________.

Some people wanted to "purify" the Church of England. These people were known as _________. Both of these groups were viewed as enemies by the _________. Some of these people fled from England and received permission to settle in _________. After a terrible voyage in 1620, these colonists arrived at Cape Cod, far north of their expected landing place and well outside the territory controlled by the Virginia Company. This group of Mayflower voyagers are known today as the _________. Their settlement was called _________. Because there was no government these colonists signed the Mayflower _________. This agreement gave the Pilgrims the power to make their own _________.

Plymouth Colony was now a government controlled by the _________. We get our ________ from the Pilgrims.

Roger _________ established the first American community with ________ freedom for all. It was called ________ Island.

Reverend Thomas _________ settled the _________ River Valley. The members of his congregation wanted to rule themselves so they adopted the ________ Orders of _________. This was the first written constitution. In this way Connecticut governed itself.
The Middle Colonies

Directions: First read about these colonies on pg. 72. Then try to fill in as many answers as possible without looking back. How many can you do? Read carefully!

The Dutch West India Company established a colony called New ________ in what is now New York, Delaware, and New ________. This territory was given to the Duke of ________. The Duke divided New Netherland, keeping New York for himself and giving New Jersey to two of his friends. New Jersey guaranteed religious ________, and made it easy to obtain ________. These benefits attracted many people. Eventually these two friends sold their rights to a group of ________, who were poor managers of the colony and therefore the king took control and made New Jersey a ________ colony in 1702.

George Fox founded the Society of Friends (better known as the ________) in 1650. This group believed that ________ was sinful and therefore refused to serve in the ________. They refused to bow or take off their hats because they reserved such signs of respect for ________. Because of these beliefs the Quakers were often cruelly ________.

Quaker William ________ received a charter for the colony of ________ in 1681. He was determined to make his colony a safe place for people of all ________ beliefs. Pennsylvania became a model of ________, giving the vote to all adult Christian men. When Delaware protested that it did not want to be governed from Pennsylvania, the proprietor granted them their own ________. The first meeting
The Middle Colonies

(Continued)

of this assembly in 1704 marked Delaware as a separate ________.

Both regions prospered.
The Southern Colonies

Directions: Read pages 72, 73, 74, and 75. Read very carefully and then join with one other person and together try and fill in all the blanks without looking back in the book! Good luck!

The first and very British Colonies were founded in the southern region. The first was , in 1607. The last was , in 1733. Meanwhile, Maryland and the were settled.

George Calvert, better known as Lord , was a Roman . There were severe anti-Catholic laws in the British Isles so Lord Baltimore was determined to establish where could live undisturbed. This colony was called . A representative assembly was established and the Maryland Act was passed granting freedom to all Christians.

Growing became very important, and with it, unfortunately, came . Slaves were used to work the .

Many different settlers came into the Carolinas and grew tobacco. They set up their own government with a representative . In 1633 King Charles gave eight nobles a for Carolina. The efforts of these proprietors to take control over the settlers failed. Finally, the colony was divided into Carolina and Carolina. The north grew but the south grew quickly and prospered.

James Oglethorpe and his associates were given a to settle . He saw his colony as a place where could start anew. The British Government tried to help because they
The Southern Colonies

(Continued)

saw this new colony as a barrier to the Spanish who were settled in ________, and the French in Louisiana. Money was contributed to the project. Oglethorpe's dream never came _________. Only a few debtors arrived. Plantation farming began. By 1760 about 9,000 people lived in Georgia and one-third of them were ________.
The Colonial Way of Life

Directions: Read pages 75, 76, 77 and 78 and then divide the class into two groups. See which group can correctly fill in the most blanks. The teacher will direct this activity orally when everyone has completed the reading. Read carefully so you can help your team win.

The different climates, soils, crops and kinds of people under British rule led to the development of different types of (1).

Most of the colonists were of (2) stock. But in the (3) colonies and in New York there were many (4). Virginia had over 12,000 blacks, while half the (5) of the Carolinas were black. The largest cities were Boston, New (6), Philadelphia and Charleston.

Most colonists were (7). They located their (8) near (9) so they could reach the markets more easily. In the southern colonies hundreds of (10) appeared. The planters were skillful farmers who added acres and (11) to increase their output of (12), rice and indigo.

The Middle colonies grew so much wheat they were known as the (13) Colonies. In the South, (14) was by far the most important crop. The fur trade existed in all the colonies. The (15) provided a living for thousands of (16), as the inhabitants of New England were called.

The Yankees valued (17) highly because they believed everyone should read the (18) for himself. New England led the world in (19). In the Middle colonies schooling lagged. Because of the variety of (20), parents avoided sending their
The Colonial Way of Life

(Continued)

children to school where they might learn the wrong beliefs. In the South, the scattered (21) made attendance at school difficult.

The way of life in the English colonies differed from those in New England and New (22).
Dutch Traders and Farmers Settle the Hudson Valley

Directions: You have just completed reading pages 81 through 88. Did you read carefully? Try to fill in the blanks below. I have given you a clue.

In 16_______ the Dutch East India Company sent out H_______, an English navigator, to find a new water passage to the F_______ E_______. He explored the American c_______ looking for an opening. He entered the harbor of N_______. He sailed his boat up the river to A_______. He found the natives friendly and eager to trade. Beaver and mink skins would bring a good price in E_______. As a result, many trading vessels visited the Hudson Valley. The Dutch West India Company sent its first boatload of settlers in 1624. The first permanent settlement was F_______ O_______. Fur posts were set up along the H_______. When the English captured this area, N_______ N_______, in 1664, they found only 8,000 white settlers. Why was this so after 40 years of colonization?

First of all, few Dutchmen wanted to leave their h_______. They could make an excellent living right at home. Second, the Dutch West India Company's plans in the West Indies and Africa attracted much more attention than its fur posts along the H_______. Third, the fur trade was favored over a_______. Young men preferred to make money quickly in the f_______ trade rather than the long, hard job of clearing the forest and establishing f_______. Fourth, the I_______ caused a great deal of trouble. The Indians almost wiped out the colony. Over a thousand Dutch settlers died. Fifth,
Dutch Traders and Farmers Settle the Hudson Valley
(Continued)

It was not very popular. Why should anyone risk his life to cross the ocean and build a farm only to have to pay rent with part of his crops. It was hard to get tenants. Last, the main aim of the Dutch West India Company was income—not good growth.

P. S. was the best of the governors. Although he conquered the Swedish settlements in the Delaware Valley, he had to give up most of the Dutch claims to Connecticut and L. I. The Dutch brought over a few Dutch Reformed Clergymen and set up some schools. Stuyvesant persecuted Q. until checked by the officers of the Dutch West India Company.

In 1664 the E. made a bloodless conquest of New Netherland. Dutch influence continued in the a., placenames, and customs of New York.
Name ___________________________ Date ________________

Quick Review - Time Line

Directions: Fill in the blanks using the time line below.

<table>
<thead>
<tr>
<th>Event</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verrazano enter New York Harbor</td>
<td>1524</td>
</tr>
<tr>
<td>Iroquois Confederacy</td>
<td>1570</td>
</tr>
<tr>
<td>Hudson &amp; Champlain explore New York</td>
<td>1609</td>
</tr>
<tr>
<td>Settlement of Albany</td>
<td>1624</td>
</tr>
<tr>
<td>Peter Stuyvesant becomes governor</td>
<td>1647</td>
</tr>
<tr>
<td>The Flushing Remonstrance</td>
<td>1657</td>
</tr>
<tr>
<td>English Conquest</td>
<td>1664</td>
</tr>
</tbody>
</table>

Verrazano, upon entering the harbor of __________, did not go upstream. If he had he would have come upon the Indians of that region. The Iroquois, who conquered the Algonquins about the year 1300, became famous for their Confederacy and for their skill as warriors. The Iroquois Confederacy was set up in __________. The major idea behind the Confederacy was to set up a system of power and responsibility. When Henry Hudson entered __________ harbor he was looking for a passage to __________. In __________ he sailed as far north as __________. In this spot, in __________, the first load of settlers established the first permanent settlement at Fort Orange. In
Quick Review - Time Line

_________ became governor. He was known for his hot temper and his ________ and his persecution of the _________. The Flushing Remonstrance of ________ is the first declaration of religious _________ by any group of citizens in American history. In _________, the _________ made a bloodless conquest of New Netherland. The Dutch influence continues in architecture, _________, and customs of New York.
The Colonies Prosper within the British Empire

Directions: You have learned to be a careful reader and pay attention to the important facts! Congratulations! Let's make it a habit! You have read pages 92-100. I know you read carefully. To see just how carefully you have read, I want you to fill in the blanks below with the best possible answers. Have the teacher divide the class into two teams and set a time limit. No books may be used. When the time is up the teacher will call for the correct answers--and may the careful readers win!!

To solve the labor problem in the colonies employers turned to two forms of bound labor. Some workers were so eager to come to America that they sold themselves into a form of service called __________ servitude. The agreed to work for a period of years in exchange for passage and necessities when the term was up. Some children served as __________, agreeing to obey the master's command in order to learn skills of his craft. Still __________ remained in great demand. Therefore, __________ was introduced into the colonies. By 1700, __________ was a regular feature of the colonial labor system. Only the __________ raised their voices against the institution of slavery.

Between 1700 and 1800, the best method of transport was the __________. Most settlers lived near the __________ or navigable streams. The colonists learned from the Indians how to __________, to carry canoes or light boats around waterfalls and overland between streams.

A colonial post office was established in 1691. __________ __________, as postmaster general, made is prosper.

___________ was the most important economic activity supporting nine out of ten families. Roads gradually developed from old Indian
The Colonies Prosper within the British Empire

(Continued)

The Northern colonies (New Englanders) exported ________. The Middle colonies exported ________. The South sent out ________. The sea provided a living for many, especially the ________ _________. Colonists developed important industries--lumbering, iron making and ________. By 1763 the colonies were doing as well as the mother country in commerce and in some fields of manufacturing. Great Britain established a series of laws described as the ________ system. This is an economic and political system based on the idea that wealth and ________ power go hand in hand. Wealth meant a nation could pay for _________. Military power enabled a nation to force favorable trade agreements, thus gaining more _________. The colonies now had a ________ standard of living.
Quick Review: The Colonies Prosper within the British Empire

Directions: Take five minutes and see if you can get each answer correct! Good luck! Read carefully.

There was a _______ problem in the colonies so the employers turned to two forms of bound labor--apprentices and _______. Still there were not enough laborers so _______ was introduced into the colonies.

Most settlers tried to live near _______ so they could send their _______ to market. _______ gradually developed, from old Indian trails. _______ _______ improved the postal service.

_______ was the main occupation of nine out of ten persons. The Northern colonies exported _______. The Middle colonies exported _______. The Southern colonies exported _______. The _______ provided a living for many, especially the New Englanders. Great Britain established a series of laws to regulate the trade called the _______ system. This system was based on the idea that _______ and military power go hand in hand.
A New Society is Formed - Chapter 8

In 1700 most of the people in the English colonies had ______ ancestry. Population grew rapidly. People had _______ families. The three most numerous groups were Germans, Scotch-Irish, and _______. People of English ancestry formed _______ of the population. New York had the largest number of slaves outside of the _______. The _______ were against slavery. Among the smaller groups were the Dutch, _______, Swiss, Irish, Welsh, and Jews. The French were usually Protestant refugees called _______. They were fleeing from religious _______. Approximately nine out of ten persons lived on the _______. A fair number lived in _______. Boston, Newport, Philadelphia, Charleston, and _______ _______ were the main five. The Church of England had the largest number of churches in the colonies. It was the "established" church meaning it was recognized and supported by the _______. The Church of England was not successful because it lacked enough _______ to fill its pulpits. The new royal charter of Massachusetts in 1691 granted _______ to all Protestants. Many _______ were practiced in the Middle colonies. The _______, or Friends, tried to help the blacks and the Indians. Few Roman _______ settled in the English colonies before the Revolution. The largest number were concentrated in
A New Society is Formed - Chapter 8

(Continued)

________ which was founded by Lord ________. Beginning in 1720 a religious revival called the ________ ________ swept the colonies. It brought churches back to life and stimulated the growth of ________.
A New Society is Formed

Five Minute Review Quiz

Directions: Take the next five minutes and fill in the blanks below. Please do not use your books. Choose the best possible answer for each blank. Good luck!

The ________ formed half of the population of the colonies.

______ ________ had the largest number of slaves except for the South. The ________ were against slavery.

The Church of ________ had the largest number of churches in the colonies. "Established" means supported and recognized by the ________. Most Catholics were found in the colony of ________ founded by Lord ________. A religious revival called the Great Awakening took place and was responsible for the growth of ________.

Fewer than ________ the children got to attend schools. The leader in education was ________ ________. The ________ had the weakest education. Because of the ________ ________ we have freedom of the press.

The center of life was the ________. The ________ system was not as severe in the colonies as it was in ________.
The Colonists Learn Self-Government

Directions: Read Chapter 9 carefully and then fill in the blanks. As you read pay close attention to the different acts that were passed and why they were passed. Understanding how the colonists were feeling about self-government and England was trying to do will help you remember these different acts. If it helps you, take brief notes on each act and why it was passed and what it did or demanded. Good luck!

As England tried to set up a stronger administration to force the colonists to obey the Acts of Trade and Navigation, colonies began to lose their _________. When this happened the colony's representative assembly was eliminated and a _________ appointed by the king took command. The colonists were frightened and angered by the loss of their charters. Quietly the colonists worked to restore their old governments. By 1750 the colonists had made great gains in _________ - _________.

Between 1689 and 1763 the colonies took part in four wars with ________. These wars were part of a worldwide struggle between the ________ and French Empires. The ________ trade was threatened by war. But worse by far was the continual dread of _________. In 1690, a band of Frenchmen and Indians attacked Schenectady, New York, and scalped their victims and burned the settlement. The struggle reached its climax in the French and ________ War. It lasted ________ years. The war ended with the Treaty of ________ of 1763, in which all French territory east of the ________ was given to Britain except for New Orleans and two small islands in the mouth of the St. Lawrence. After this the colonists no longer needed British ________ against the French. This made it easier for the colonists to resist ________ laid down by the mother country.
The British Government faced two major problems at the end of the war. First was how to keep the _________ from going on the warpath. Second was how to meet the cost of keeping _________ in the colonies.

To deal with the first problem and calm the _________, the British government issued the _________ of 1763. It stated that no white settlement could be made west of the Appalachian _________.

Also, no person could trade with the Indians unless he had a _________.

The Proclamation of 1763 did _________ keep colonists from settling on Indian lands. To deal with the second problem, money to pay for the troops stationed in the colonies, Parliament passed the Sugar Act of 1764 and the _________ Act of 1765. The colonists felt that Parliament could control trade but did not have the right to _________ it. A boycott of British goods resulted in the repeal of the Stamp Act.

Parliament now turned to the Townshend Acts to raise money by taxing certain imports and by preventing smuggling. The colonists agreed to _________ goods taxed by the Townshend Acts. Parliament then repealed the Acts except for a tax on _________.

The Tea Act of 1773 gave the British East India Company control of the tea trade. The Committees of _________ then called for a boycott of _________.

In Boston the cargoes of tea ships were dumped in the _________.

Parliament reacted by passing the _________ Acts of 1774, closing _________ harbor until the tea was paid for and reducing the power...
The Colonists Learn Self-Government

(Continued)

of the Massachusetts assembly. The First Continental met in Philadelphia and established the Association—an agreement not to boy goods until colonial rights were restored. When the British sent troops to destroy colonial supplies at Concord, fighting broke at Lexington, beginning the War.

The Second Continental Congress met in May 1775 and took control of the colonial militia surrounding Boston. was named commander-in-chief of the Continental Forces and drove the British from Boston. in his pamphlet Common Sense argued for independence. On July 4, 1776 the Second Continental Congress approved the Declaration of Independence.
Five Minute Quiz on Chapter 9
The Colonists Learn Self-Government

Directions: Without the aid of your notes or book, please fill in the following blanks with the best possible answer. Read carefully!

A series of struggles between the British and _________ Empires took place between 1689 and 1763. In the Treaty of _________ of 1763, France surrendered to Britain in its territory east of the _________ except for New Orleans and two small _________. After this the colonists no longer needed British _________ against the _________.

The Proclamation of 1763 angered _________ traders, persons who wished to settle on _________ lands, and land speculators. To raise money to pay for the troops stationed in the colonies, Parliament passed the Sugar Act of 1764 and the _________ Act of 1765. A boycott of British goods resulted in the _________ of the Stamp Act.

Parliament now passed the _________ Acts to raise revenue by taxing certain imports. Again the colonists agreed to boycott British goods and Parliament repealed the Acts except for a tax on _________.

The Committees of _________ then called for a _________ of tea. Tea was dumped in the sea and Parliament reacted by passing the _________ Acts of 1774 and closing Boston Harbor. The _________ Continental Congress met and decided not to buy British goods until colonial _________ were restored. When British troops were sent to destroy colonial supplies at Concord, fighting broke out and the _________ War began.
The Colonists Learn Self-Government

(Continued)

On July 4, 17__________, the Second _________ _________ approved the _________ of _________. 
New Yorkers Fight in the Revolutionary War

Directions: Read Chapter 10 very carefully. Find out if New York went to war united and what part New York played in the Revolutionary War. How much of the war was actually fought in New York? This is your state history. Have fun learning!

As you have read, when Boston had its famous "__________" the British government punished Massachusetts by passing a series of laws called the ________ Acts. One closed ________ harbor until the tea was paid for. New Yorkers were worried that the British would strike at New York with similar _________. In New York City a committee was created to deal with the problem. Meanwhile, the colonists sent delegates to the First ________ Congress to discuss a boycott against Great Britain. The New York delegates voted ________ the plan. Congress called upon each county, city and town to elect committees to enforce the _________. The New York Assembly refused to approve the Association. It also refused to send delegates to the Second ________ _________. When this happened, the Sons of ________ set up a Provincial Congress, representing all New York. This Provincial Congress selected delegates to the Second Continental Congress. The foundation of the Revolutionary government was now laid. At the top was the Continental ________, which could pass orders to the ________ Congress, which, in turn, could direct the activities of the town, ________, and county committees. Gradually the Provincial Congress took control of New York.

At this time, there was still no demand for _________. For many reasons, the people did not want to break with the Empire. For over a
New Yorkers Fight in the Revolutionary War

(Continued)

century they had been _______ to the British government. Many farmers in the frontier region were afraid the _______ would burn their farms if British soldiers left the area. New York merchants needed the _______ of the _______ fleet on the high seas. They also needed the right to buy and _______ within the Empire.

Many of the well-to-do merchants were worried about the democratic beliefs of the _______ of Liberty. They feared that a revolutionary government might take away their _______ and perhaps their wealth. There was a higher percentage of Loyalists in New York than in any other _______.

The news that Great Britain had decided to use force to crush the colonies made many think that _______ was the only answer. A number of well-known New Yorkers called for independence. On the other hand, many New Yorkers hesitated. When the Second Continental Congress adopted the _______ of _______ on July 4, _______, the delegates from New York did not sign it.

On October 19, 1775, the British representative, Acting Governor Tryon, fled from New York City to a British warship anchored in the harbor. The Provincial Congress declared that this action left the colony without a _______. It therefore called for the _______ of a new government. A newly elected Provincial Congress approved the Declaration of Independence. With this act, New York became an
New Yorkers Fight in the Revolutionary War

(Continued)

independent state. Later it was to join with the other colonies to form the _______ _______ of America.
Blacks and the Revolution

Directions: The Revolutionary War had a definite affect on slavery. Do you know what this was? Did you read carefully about this very important part of New York history? Fill in the blanks below when you have finished reading Chapter 10. Please do not use your book. Be ready to discuss your answers with the class when you have completed this assignment.

The Revolutionary War provided opportunities for some blacks to _______ slavery, and they seized every chance. When wealthy Loyalists fled, they often had to leave their _______ behind. These blacks became free. In 1784, the New York Legislature freed all _______ belonging to Loyalists. In addition, the British played a part in freeing _______. Sir Henry Clinton, commander-in-chief of the British forces, declared in 1779 that all slaves who fled to British lines would become _______. He wanted to deprive the Patriots of forced labor, but he also hoped to hire ex-slaves to work for his _______, and to enlist some of them as _______. As a result a large number of blacks did accept Clinton's promises.

Few blacks fought on the _______ side. Why should they support a revolutionary cause which clearly had no intention of ending _______? Nevertheless some did fight, and with distinction. The state legislature in 1781 granted _______ to any slave who served three years in the _______ army. Because a slave needed the permission of his owner, the legislature granted the owner 500 acres of public land for each slave he allowed to join the Patriots.

Meanwhile some New Yorkers, including John Jay and Alexander _______, were beginning to attack slavery on moral grounds.
Blacks and the Revolution

(Continued)

Some steps were taken to reduce ________. A state law in 1799 declared that all male children born to a slave woman after July 4, 1799, would be free at the age of ________. But New Yorkers still treated their black countrymen as different and inferior.
Appendix B

Attitude and Behavior Checklist
Attitude and Behavior Checklist

Week # _________
Period _________

Teacher please check the behaviors and attitudes of your students for this week. Please feel free to write in comments where needed.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Students actively participate in discussion of cloze answers.</td>
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<td></td>
<td>______</td>
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<tr>
<td>2.</td>
<td>Students work well individually completing cloze assignments.</td>
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<tr>
<td></td>
<td>______</td>
</tr>
<tr>
<td>3.</td>
<td>Students work well in groups on cloze activities.</td>
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<td></td>
<td>______</td>
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<tr>
<td>4.</td>
<td>Students read more carefully to complete cloze work.</td>
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<td>______</td>
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<tr>
<td>5.</td>
<td>Students enjoy doing cloze activities as summaries of what they have just been studying.</td>
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<td></td>
<td>______</td>
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<tr>
<td>6.</td>
<td>Homework cloze assignments based on class lesson are done well and enjoyed by the students.</td>
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<td></td>
<td>______</td>
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<tr>
<td>7.</td>
<td>Students appear interested in sharing their answers.</td>
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<td></td>
<td>______</td>
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<tr>
<td>8.</td>
<td>Cloze exercises work well on transparencies and students actively volunteer the answers.</td>
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<td></td>
<td>______</td>
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<tr>
<td>9.</td>
<td>The teacher feels comfortable working with cloze.</td>
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<td></td>
<td>______</td>
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<tr>
<td>10.</td>
<td>Students appear to not feel threatened by cloze exercises.</td>
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<td></td>
<td>______</td>
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<tr>
<td>11.</td>
<td>Students enjoy making their own cloze exercises and sharing them with the rest of the class.</td>
</tr>
<tr>
<td></td>
<td>______</td>
</tr>
<tr>
<td>12.</td>
<td>Cloze activities in groups appears to stimulate healthy competition.</td>
</tr>
<tr>
<td></td>
<td>______</td>
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</tbody>
</table>

Additional comments:
Appendix C

Social Studies Vocabulary and Concept Pretest and Posttest
Social Studies Vocabulary and Concept Pretest and Posttest

Part I

Name ____________________________
Perid ______

Directions: Read each selection below carefully. Choose the best answer and circle it. If you do not know an answer select letter e. Do not guess.

1. A ___________ equals:
   a. 10 years.
   b. 25 years.
   c. 100 years.
   d. 75 years.
   e. I don't know

2. Choose the best example of a date in the 17th century.
   a. 1982
   b. 1776
   c. 1606
   d. 1850
   e. I don't know

3. A ___________ is
   a. a book.
   b. an agreement.
   c. a stamp.
   d. a food.
   e. I don't know

4. ___________ means:
   a. owner.
   b. teacher.
   c. minister.
   d. father.
   e. I don't know

5. People who lived in ___________ colonies:
   a. took orders from the king.
   b. took orders from the governor.
   c. ruled themselves.
   d. followed no rules.
   e. I don't know
6. Royal colonies were those controlled and operated by:
   a. the people themselves.
   b. a governor appointed by the king.
   c. the Colonial Government.
   d. the church.
   e. I don't know

7. The Mayflower Contract is important because it:
   a. established a government controlled by the people.
   b. gave complete power to the king.
   c. gave religious freedom to all.
   d. provided education for all the colonies.
   e. I don't know

8. Our Thanksgiving tradition comes from the:
   a. English.
   b. Indians.
   c. Pilgrims.
   d. French.
   e. I don't know

9. Because of the efforts of Roger Williams, Rhode Island was the first American community with:
   a. schools.
   b. slaves.
   c. churches.
   d. religious freedom for all.
   e. I don't know

10. William Penn was a famous:
    a. Baptist.
    b. Catholic.
    c. Quaker.
    d. Puritan.
    e. I don't know

11. Most colonists were:
    a. traders.
    b. farmers who lived off the land.
    c. merchants.
    d. fisherman.
    e. I don't know
12. Plantations appeared in the southern colonies and the most important crop was:
   a. corn.
   b. tobacco.
   c. wheat.
   d. rice.
   e. I don't know

13. The people of the New England (northern) colonies were called:
   a. Quakers.
   b. Royalists.
   c. Yankees.
   d. Traitors.
   e. I don't know

14. The people of New England believed everyone should read the Bible for himself. Therefore, the New England colonies highly valued:
   a. money.
   b. government.
   c. education.
   d. religion.
   e. I don't know

15. New York was in the:
   b. Middle colonies.
   c. Southern colonies.
   d. Spanish Mexico.
   e. I don't know

16. The first permanent settlement in 1607 was:
   a. Boston.
   b. Jamestown.
   c. New Hampshire.
   d. Rhode Island.
   e. I don't know

17. Except for Maryland, almost all colonists were:
   a. Protestants.
   b. Catholics.
   c. Quakers.
   d. Separatists.
   e. I don't know
18. In 1609, Henry Hudson was looking for:
   a. a new water passage to the Far East.
   b. gold.
   c. Indians.
   d. the New World.
   e. I don't know

19. Nationality refers to your:
   a. religion.
   b. native land.
   c. state.
   d. town.
   e. I don't know

20. The colonists were mostly:
   a. English.
   b. Dutch.
   c. French.
   d. Spanish.
   e. I don't know

21. Even though the colonists largely ruled themselves, they still were satisfied to remain under the control of the:
   a. French king.
   b. English king.
   c. Spanish king.
   d. Dutch king.
   e. I don't know

22. An indentured servant was one who:
   a. agreed to work for a period of years in exchange for passage and promise of working tools and clothes at the end of the term.
   b. was a slave.
   c. had special privileges.
   d. only worked for the king.
   e. I don't know

23. An apprentice was:
   a. a craftsman.
   b. a merchant.
   c. a child bound to a craftsman who could teach him a trade.
   d. a minister.
   e. I don't know.
24. By 1700 slavery was a regular feature of the colonial labor system. The only group of colonists to speak out against slavery were the:
   a. Quakers.
   b. farmers.
   c. merchants.
   d. shipbuilders.
   e. I don't know

25. The most popular form of transportation during the 1700's was:
   a. wagons.
   b. boats.
   c. horses.
   d. trains.
   e. I don't know

26. Portage means:
   a. a style of colonial home.
   b. a type of soup.
   c. to carry light boats around waterfalls and overland between streams.
   d. a type of gun.
   e. I don't know

27. The most important economic activity that supported nine out of ten colonists was:
   a. trading.
   b. fishing.
   c. farming.
   d. mining.
   e. I don't know

28. Fishing was very important to those colonists who lived near the coast. When a whale was caught they took out the oil and made:
   a. soup.
   b. candles.
   c. jelly.
   d. paper.
   e. I don't know

29. A favorable balance of trade means:
   a. only exporting goods.
   b. only importing goods.
   c. receiving more money for goods you sell and spending less money for goods you buy (import).
   d. receiving more money for goods you sell (export) and spending more money for goods you buy (import).
   e. I don't know
30. Immigrant means:
   a. traveler.
   b. newcomer.
   c. citizen.
   d. native.
   e. I don't know

31. Most settlers tried to live near:
   a. waterways.
   b. Indians.
   c. mountains.
   d. deserts.
   e. I don't know

32. Which colonies did little to set up schools and educate their young?
   b. Southern colonies.
   c. Middle colonies.
   d. French settlements.
   e. I don't know

33. Schools were mostly started by:
   a. religious groups.
   b. parents.
   c. the government.
   d. the king.
   e. I don't know

34. Phyllis Wheatley was:
   a. the first nurse in the colonies.
   b. the first lady governor.
   c. a former slave who was an unusual writer who impressed Benjamin Franklin with her poems. George Washington invited her to meet him after she wrote a poem in his honor.
   d. a famous Indian.
   e. I don't know

35. Benjamin Franklin was:
   a. a printer.
   b. an inventor.
   c. a writer.
   d. all of the above.
   e. I don't know
36. Religious toleration means:
   a. you must follow the church of the government.
   b. freedom to believe in the church of your choice.
   c. you must believe in the church of your family.
   d. no religious freedom.
   e. I don't know

37. The center of life for the colonists was:
   a. the family.
   b. the church.
   c. the government.
   d. the town.
   e. I don't know

38. The aristocracy refers to:
   a. the poor.
   b. the nobility - the ruling class.
   c. the middle class.
   d. government officials.
   e. I don't know

39. A boycott is a:
   a. trade contract.
   b. refusal to buy.
   c. type of furniture.
   d. style of boy's hat.
   e. I don't know

40. Imported goods are goods that are:
   a. brought into the country.
   b. sent out of the country.
   c. unacceptable.
   d. of superior quality.
   e. I don't know

41. The Committee of Correspondence was a committee that:
   a. wrote letters to the King in the British Empire to keep him informed on news in the colonies.
   b. spread the news to all the colonies concerning what the British Empire was doing to gain control of the colonies and remove their self-controlled governments.
   c. a library association.
   d. a pen-pal group.
   e. I don't know
42. In an attempt to fight the British Empire that was taking away the colonists' right to self-government, the colonists formed together in militia units. These units had to be ready at a moment's notice. These units were called:

a. troopers.
b. Volunteers.
c. Minutemen.
d. Empire Fighters.
e. I don't know

43. The Revolutionary War began in:

a. 1775.
b. 1666.
c. 1820.
d. 1900.
e. I don't know

44. The Declaration of Independence was approved in:

a. June 10, 1664.
b. July 4, 1776.
c. June 4, 1684.
e. I don't know

45. During the Revolutionary War the state that suffered the greatest losses in people and property was:

a. Pennsylvania.
b. Maryland.
c. New York.
d. Virginia.
e. I don't know

46. The Revolutionary War was fought between the colonists and the:

a. British Empire.
b. French.
c. Germans.
d. Indians.
e. I don't know

47. Prosperity means:

a. successfulness.
b. failure.
c. crime.
d. hopelessness.
e. I don't know
Using the following answers, fill in the blanks:

Florida  Lake Huron
North Carolina  St. Lawrence River
Georgia  Rhode Island
South Carolina  Delaware
New Jersey  Maryland
Pennsylvania  Massachusetts
Virginia  New Hampshire
Lake Superior  New York
Lake Ontario  Connecticut
Lake Michigan
Lake Erie
Directions: Using the following answers, fill in the blanks:

North America  Europe
South America  Spain
Europe         Africa
Atlantic Ocean England