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OLIV VA O‘RTA MAXSUS TA‘LIM VAZIRLIGI
QARSHI DAVLAT UNIVERSITETI**

**Texts concerned with history
/national concepts /spiritual basis
and law/ the economy of labour
and sociology and tourism**

QARSHI-2019

The given English textbook is aimed to teach reading skills to the students who are majoring in the fields like History, National concepts, Spiritual basis, Law, Economy of labour and sociology. Students are anticipated to read texts about these themes and do tests on them.

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Table of Contents

Table of Contents.....	3
Elementary.....	8
American Colonies.....	9
Betsy Ross.....	10
Uncle Sam.....	11
Yankee Doodle.....	12
Johnny Appleseed.....	13
Fireworks.....	14
George Washington.....	15
Abe Lincoln.....	16
Sacagawea.....	17
Harriet Tubman.....	18
The Mayans.....	19
Daniel Boone.....	20
Johnny Appleseed.....	21
Sacagawea.....	22
Davy Crockett.....	23
Narcissa Whitman.....	24
Stagecoach Mary Fields.....	25
Clara Barton.....	26
Charlie Parkhurst.....	27
Dr. Antonia Novello.....	28
Louis Pasteur.....	29
Elizabeth Blackwell.....	30
Cesar Chavez.....	31
Calamity Jane.....	32
Sally Ride.....	33
Annie Oakley.....	34
Dale Evans.....	35
Patrick Henry.....	36
Betsy Ross.....	37
GHOST TOWN.....	38
Pony Express.....	39
Railroads.....	40
Trading posts on the Oregon Trail.....	41
Colonial tools and weapons.....	42
Colonial animals.....	43
The wilderness.....	44
Colonial gardens.....	45
Diaries.....	46
Racing to the gold.....	47
Gold country 49.....	48
Civil War weapons.....	49
MAP SKILLS.....	50
Declaration of Independence.....	51
Jamestown.....	52
COLONIAL WILLIAMSBURG.....	53
COMMUNITIES LONG AGO.....	54
COMMUNITIES TODAY.....	55
Pre-intermediate.....	56

Walt Disney	57
Helen Keller	58
Babe Ruth.....	59
Henry Ford	60
Laura Ingalls Wilder.....	61
Claude Monet	62
Dr. Seuss.....	63
John Glenn	64
Abigail Adams.....	65
Elvis Presley.....	66
Eleanor Roosevelt	67
Alexander Graham Bell	68
John F. Kennedy	69
Charles Lindbergh	70
Oprah Winfrey	71
Jesse Owens	72
Boston Tea Party.....	73
Segregation	74
Pearl Harbor	75
Man on the Moon	76
The Gettysburg Address.....	77
The Star-Spangled Banner	78
The New England Colonies.....	79
Ellis Island.....	80
Alaska Becomes a State	81
Westward, Ho!	82
Southern Plantations	83
Women’s Rights	84
The Dust Bowl	85
Leisure Time in America.....	86
I have a Dream	87
Intermediate	88
ANNE SULLIVAN	89
ALBERT EINSTEIN.....	90
FRANKLIN D. ROOSEVELT	91
LOUISA MAY ALCOTT	92
LOUIS BRAILLE.....	93
SACAGAWEA	94
FRANK SINATRA	95
ELIZABETH CADY STANTON.....	96
DANIEL BOONE.....	97
AMELIA EARHART.....	98
JACKIE ROBINSON	99
LANGSTON HUGHES.....	100
ANNE FRANK	101
LEONARDO DA VINCI.....	102
ROBERT f. LEE.....	103
WOLFGANG AMADEUS MOZART	104
THE BATTLE OF ANTIETAM	105
THANKSGIVING	106
WAR OF 1812	107
A TIME OF REFORM.....	108

CHANGES FOR WOMEN	109
MOVING TO THE CITY.....	110
BATTLE FOR THE ALAMO	111
THE QUAKERS.....	112
THE WOMEN OF INDEPENDENCE	113
THE IRAN HOSTAGE CRISIS.....	114
THE SLAVE TRADE	115
A PRESIDENT RESIGNS.....	116
THE KOREAN WAR.....	117
THE LUSITANIA.....	118
THE RISE OF THE COMMON MAN.....	119
THE PANAMA CANAL.....	120
The Taj Mahal.....	121
Krakatoa	122
Mysterious Explosion in Russia	123
July 4, 1826	124
Ice Ages	125
The Metropolitan Museum of Art.....	126
The Lincoln Memorial	127
The Washington Monument.....	128
The Statue of Liberty.....	129
Angkor Wat	130
The Eiffel Tower	131
The World Cup	132
Mount Rushmore.....	133
The Wall	134
Ellis Island—Gateway to America	135
The Iditarod Sled Dog Race	136
The World Series.....	137
The Golden Gate Bridge.....	138
Daytona International Speedway	139
Hoover Dam	140
The First Professional Woman Astronomer.....	141
She Was Dressed to Meet an Iceberg	142
The Female Paul Revere.....	143
He Loved His Mother	144
The Rosetta Stone.....	145
The Mausoleum of Halicarnassus	146
The Invention of Basketball	147
Laura Ingalls Wilder: Pioneer Author.....	148
Food on the Mayflower	149
The Library at Alexandria	150
John Adams Defends British Soldiers.....	151
The Travels of Marco Polo	152
An Unusual Pharaoh	153
A Number Challenge	154
The History of the Book	155
Female Pirates.....	156
Kites.....	157
Presidential Pets	158
The Iceman.....	159
Attempted Presidential Assassinations	160

America’s Forgotten Warriors	161
The First Great Emperor	162
Lincoln’s Man	163
The First Ferris Wheel	164
Hatshepsut: The Lost Egyptian Queen	165
The Ford Model T	166
The Gibson Homer	167
Homer Plessy Refuses to Give Up His Seat	168
Old-Time Country Schools.....	169
The Triangle Shirtwaist Factory Fire	170
Making Maple Syrup	171
How Big Is a Googol?.....	172
LEGO® Bricks	173
QWERTY	174
Slinkity Slinkys®	175
Save That Pencil	176
The Safety Pin	177
Count to One Billion.....	178
The Latin in Your English	179
The Liberty Bell	180
Checkers.....	181
Author Roald Dahl.....	182
Beverly Cleary	183
He Mailed Himself to Freedom	184
Hypatia	185
The Secret Soldier	186
The Most Important Woman in America	187
Buffalo Bill Cody.....	188
“Eureka! I’ve Found It!”	189
First Emperor of the United States	190
Steven Spielberg	191
Galileo Galilei	192
One-Eyed Charley.....	193
The Librarian Who Measured Earth.....	194
Sir Walter Raleigh.....	195
The One-Armed Explorer	196
Isaac Newton: Genius at Work.....	197
Alexander the Great.....	198
Sir Francis Drake.....	199
Claude Monet	200
Steve Jobs.....	201
Oprah Winfrey	202
Dizzy Dean.....	203
Michael Jordan.....	204
Eliza Harris.....	205
Nelson Mandela	206
Louis Braille	207
Julius Caesar	208
Bill Gates	209
Leonardo Da Vinci	210
Mae Jemison	211
Willie Mays.....	212

ADVANCED	213
The Unknown Winston Churchill	214
Lawrence of Arabia	215
Sir Thomas More.....	216
Olympic Inspiration	217
Harry S. Truman, U.S. President.....	218
Man of Finance	219
Stronger Than Steel.....	220
Just an Ordinary Guy	221
Woman of Justice.....	222
The Father of Public Libraries	223
Margaret Thatcher, Prime Minister	224
Author of Adventure	225
Pele	226
Harland David Sanders.....	227
Walt Disney’s Greatest Storyman	228
Barbara McClintock, Nobel Prize Winner	229
Washington’s Crossing of the Delaware	230
Animated Cartoons	231
Handheld Calculators	232
The Emancipation Proclamation.....	233
Prohibition	234
The Great American Dessert	235
The History of Airships	236
Pirates of the South China Sea.....	237
The Beginnings of Fountain Drinks	238
The Louisiana Purchase.....	239
Julius Caesar, Kidnapped.....	240
That Phone in Your Pocket.....	241
Livestock Reduction	242
Salt of the Earth	243
Claiming the South Pole for Mankind	244
International Space Station.....	245
Storms of Life	246
Held for Ransom	247
Friend or Foe	248
Salvage, Anyone?	249
Space Wars.....	250
Leap from the Sky	251
Maria Isabella Boyd.....	252
The Raft.....	253
The Midnight Ride.....	254
Bombs Away.....	255
Texas Quilts	256
Farewell at Independence	257
Penicillium.....	258
Kit	259
Labor for Grain.....	260
Golf for Everyone	261

Elementary

AMERICAN COLONIES

In 1620, people from England took a boat to America. They decided to live here. They made towns called colonies.

People built homes out of logs from trees. They covered the roof with tree bark. These homes were small. They had a fireplace. They also had a pot for cooking.

The towns were made up of houses. The men hunted for deer and turkey. The women made soap and candles. The children picked berries.

It was hard to live here at first. People were cold and hungry. But they worked hard to make a good home.



1. In this story, *colonies* mean . . .
 - a. boats.
 - b. people.
 - c. towns.
 - d. England.
2. People cooked over a . . .
 - a. stove.
 - b. fireplace.
 - c. roof.
 - d. boat.
3. Children in colonies . . .
 - a. hunted deer.
 - b. made soap.
 - c. picked turkeys.
 - d. picked berries.
4. People in colonies were . . .
 - a. lazy and slow.
 - b. very boring.
 - c. always sleeping.
 - d. hard-working.

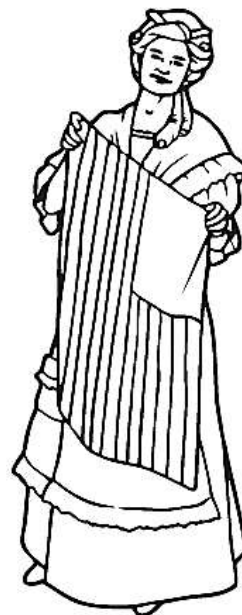
BETSY ROSS

In 1776, Americans did not have a flag. They needed one. Some people think a woman named Betsy Ross made it. She could sew. She had a shop where she stitched cloth onto chairs.

George Washington gave Betsy a picture of a flag. It had seven red stripes. These stripes meant bravery. The flag had six white stripes. They meant truth. The flag had a blue square. Blue meant fairness.

Betsy Ross had never made a flag. But she tried hard. Finally, she made a flag to honor our country. She put in a circle of thirteen stars—one for each colony.

Now our flag has many stars. But it is a lot like the one that Betsy Ross made a long time ago.



1. Betsy Ross made a . . .
 - a. chair.
 - b. country.
 - c. star.
 - d. flag.
2. The red stripes on the flag mean . . .
 - a. truth.
 - b. fairness.
 - c. bravery.
 - d. blood.
3. The thirteen stars on Betsy's flag stood for . . .
 - a. stripes.
 - b. colonies.
 - c. truth.
 - d. flags.
4. Our flag today has . . .
 - a. more than thirteen stars.
 - b. fewer than thirteen stars.
 - c. thirteen stars.
 - d. Betsy Ross.

UNCLE SAM

Uncle Sam is a symbol of the United States. He wears a beard, and he has a tall hat. He wears a blue coat. His pants have red and white stripes.

Who is Uncle Sam? Once a man named Sam Wilson worked in a meat plant. He sold meat to the army. He stamped the meat with the letters U.S.

Some people said the letters stood for the United States. Others said they stood for Uncle Sam. The man's name stuck.

Now, people call our government Uncle Sam. They say, "I work for Uncle Sam." The United States has even adopted Uncle Sam as a national symbol!



1. Uncle Sam wears . . .
 - a. a red coat.
 - b. a short hat.
 - c. checkered pants.
 - d. a beard.
2. Sam Wilson stamped meat with the letters . . .
 - a. S.U.
 - b. S.W.
 - c. U.S.
 - d. W.S.
3. In this story, *stuck* means . . .
 - a. glued.
 - b. stayed.
 - c. jammed.
 - d. trapped.
4. Uncle Sam is another name for . . .
 - a. meat.
 - b. striped pants.
 - c. the army.
 - d. the government.

YANKEE DOODLE

Do you know the words to the song “Yankee Doodle”? Most kids do. But no one knows who wrote the song!

Once a man from England sang this song. He made fun of soldiers from America. He called them Yankees.

A doodle was a fool. The singer said that Yankees were silly. He said they thought a feather was macaroni. He said that Americans were scared of war cannons. He said they would run home to their mothers.

Then, America had a war with England. North American men sang this song. Bands played it when they won a battle. The song that made fun of us is now one of our most loved tunes!



1. Who wrote the words to “Yankee Doodle”?
 - a. a Yankee
 - b. a band
 - c. no one knows
 - d. a mother
2. In this story, *doodle* means . . .
 - a. draw.
 - b. fool.
 - c. trick.
 - d. scribble.
3. The British soldier said Yankees were . . .
 - a. silly.
 - b. brave.
 - c. smart.
 - d. fearless.
4. Who loves the song “Yankee Doodle” now?
 - a. mothers
 - b. fools
 - c. North Americans
 - d. no one

JOHNNY APPLESEED

Our land has a lot of apple trees. A man named Johnny Appleseed planted some of these trees.

Johnny walked all over the land. Some people say that he walked without any shoes. He wore a tin pot as a hat. He slept on a bed made out of leaves.

All the way, he planted apple seeds. The seeds grew into little trees. Johnny took care of these trees until they grew big. The trees gave people apples.

He loved nature. He gave apple trees to people who were making new homes. Everyone liked him. March 11 is Johnny Appleseed Day. You can plant an apple tree for him!



1. How many apple trees did Johnny plant?
 - a. none
 - b. all
 - c. some
 - d. twenty
2. What did Johnny wear as a hat?
 - a. a pot
 - b. leaves
 - c. an apple
 - d. nothing
3. What did Johnny give to people?
 - a. beds
 - b. shoes
 - c. homes
 - d. trees
4. When is Johnny Appleseed Day?
 - a. May 11
 - b. March 1
 - c. March 11
 - d. in the summer

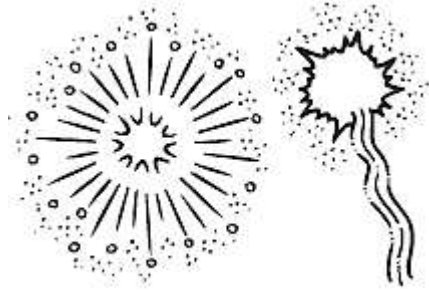
FIREWORKS

What do you do on the Fourth of July? Some kids like to have a picnic. Many people like to set off fireworks.

Fireworks first began in China. They are very old. Later, fireworks went to Europe. Men set them off when they won a war.

Fireworks have bright colors. They can be red and blue and green and white. They can be small. They can be very big. They can be quiet or loud.

Many towns set off fireworks on July 4th. On that day, we won a war against England and became free. Now, we light fireworks as a symbol of winning the battle. But fireworks have hurt kids. Fires have burned down trees. Be careful!



1. What do many people do on July 4th?
 - a. have a war
 - b. light fires
 - c. eat fireworks
 - d. set off fireworks
2. Fireworks first began in . . .
 - a. Europe.
 - b. China.
 - c. picnics.
 - d. England.
3. Fireworks are a symbol of . . .
 - a. winning a war.
 - b. having a picnic.
 - c. red and blue.
 - d. burning down trees.
4. Why should you be careful with fireworks?
 - a. They start wars.
 - b. They are quiet.
 - c. They hurt kids.
 - d. They are green and white.

GEORGE WASHINGTON

George Washington is called the “father of our country.” Our capital, Washington, D.C., is named after this man.

George was born in Virginia. He learned to read and write at home. When he was 22, he became a soldier.

Early Americans had to fight to be free from British rule. George led the battle. He was brave and smart. He helped us to win the war.

Then, the people asked George to be the first president of the United States. He helped our country to be brave and free. This is why he is called its father.



1. George Washington is called the “father of our country” . . .
 - a. because he had children.
 - b. because he was our first president.
 - c. because he was a soldier.
 - d. because he was mean.
2. George studied reading and writing . . .
 - a. in Washington, D.C.
 - b. in the war.
 - c. at home.
 - d. with British soldiers.
3. George helped us to . . .
 - a. read and write.
 - b. be soldiers.
 - c. lose the war
 - d. win the war.
4. In this story, *free* means . . .
 - a. independent.
 - b. cheap.
 - c. no cost.
 - d. fly away.

ABE LINCOLN

Abe Lincoln was born in a log cabin. His mother and father did not know how to read or write. He could not go to school very often, so he learned to read and write at home. When he grew up, he became a lawyer.

Abe grew very tall. He was famous for wearing a tall, black hat. He used to keep important papers rolled up in his hat. He worked very hard to help people. He was a very smart man and did not like to see people hurt. He was also very honest and was known by the nickname "Honest Abe."

When Abe was running for president in 1860, an 11-year-old girl named Grace wrote him a letter and told him that his face was too thin. She said that he should grow a beard. And he did! Now when we see pictures of Abraham Lincoln, we usually see him with a beard.



1. Abe learned to read and write . . .
 - a. at home.
 - b. from his mother.
 - c. from his father.
 - d. at school.
2. Abe used to keep important papers . . .
 - a. in his desk at home.
 - b. in his pocket.
 - c. in his hat.
 - d. in his shoe.
3. Abe's nickname was . . .
 - a. Good Old Abe.
 - b. Honest Abe.
 - c. Lawyer Abe.
 - d. Happy Abe.
4. An 11-year-old girl told Abe that he should . . .
 - a. wear taller shoes.
 - b. run for president.
 - c. grow a beard.
 - d. buy a dog.

SACAGAWEA

Sacagawea was a Native American woman. Her name means “bird woman.” Like a bird, she was smart. She knew how to live in the wild.

Two men named Lewis and Clark went across the country. Forty men went with them. They wanted to see the Pacific Ocean, but they were hungry and nervous in a new land.

Sacagawea taught them to eat wild plants. She was brave and peaceful. She had a good sense of humor, too.

“Bird Woman” walked with her baby son on her back. She helped Lewis and Clark get to the Pacific Ocean. Now, we have a river and a mountain named for her.



1. The name Sacagawea means . . .
 - a. “woman who eats birds.”
 - b. “plant woman.”
 - c. “bird woman.”
 - d. “woman who is smart.”
2. How many men went across the country?
 - a. 40
 - b. 42
 - c. 2
 - d. 3
3. Sacagawea taught men to . . .
 - a. eat wild plants.
 - b. carry babies.
 - c. name rivers.
 - d. swim.
4. In this story, *back* means . . .
 - a. back up.
 - b. reverse.
 - c. in the past.
 - d. rear.

HARRIET TUBMAN

Harriet Tubman was a 13-year old girl when she got hurt. She tried to stop a fight between a slave and a master. She believed people should be free.

As an adult, Harriet helped to free her family. Then, she helped other slaves to get free. She walked with them all the way to Canada. On the way, they stopped at houses for food and sleep.

These houses were called “safe houses.” Harriet was also a nurse. She took care of men in the Civil War. She also taught newly-freed slaves to live on their own.

Harriet opened a home for old people. She raised money for schools. She also helped women win the right to vote. She was a great woman.



1. How did Harriet get hurt?
 - a. She raised money for schools.
 - b. She walked to Canada.
 - c. She took care of men in the war.
 - d. She tried to stop a fight.
2. In “safe houses,” slaves could find . . .
 - a. traps.
 - b. food.
 - c. schools.
 - d. enemies.
3. This word that best describes Harriet is . . .
 - a. lazy.
 - b. caring.
 - c. scared.
 - d. bored.
4. In this story, *right* means . . .
 - a. hand.
 - b. correct.
 - c. best.
 - d. freedom.

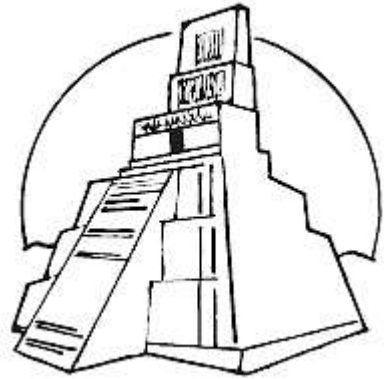
THE MAYANS

The early Mayan people were smart. They built pyramids and they wrote books. They played games, too.

The Mayans lived in Mexico. They lived in the jungle area. They grew sunflowers and corn. The Mayans called the corn “maize.” They prayed to the “maize god” for food.

The Mayans built tall pyramids. They would climb stone stairs to the very top. You can still climb to the top of these pyramids today!

The Mayans wrote books on tree bark and they made art. They also played ball games. Offspring of the Mayans still live in Mexico today.



1. In this story, *offspring* means . . .
 - a. water.
 - b. children.
 - c. fountain.
 - d. ball games.
2. The Mayans prayed to the . . .
 - a. pyramids.
 - b. corn god.
 - c. tree bark.
 - d. jungle.
3. A pyramid is very . . .
 - a. tall.
 - b. short.
 - c. smart.
 - d. little.
4. Where can you find Mayans today?
 - a. in pyramids
 - b. in Mexico
 - c. at the ball game
 - d. in California

DANIEL BOONE

Daniel Boone was an explorer. Many people say that he found the state of Kentucky. Daniel was born November 2, 1734. He learned farming, hunting, and other skills on the family farm. He liked to explore the woods. As a youngster, Daniel spent many days exploring plants and wild animals. The woods were his home.

When he turned nineteen, Daniel went into the army. He drove a supply wagon in the French and Indian War. On one military expedition, he met a man named John Finley. John was a great storyteller. He told Daniel many stories about travel and exploring. Daniel loved these stories. He wanted to explore, just like John.

Not long after he met John Finley, he went back to his parents' home. At this time, he married Rebecca Bryan, who was a neighbor of his parents. For a little while he stayed with Rebecca on a little farm.

But his need for adventure sent him on many trips. He traveled throughout the wilderness. He eventually helped pioneers travel and set up homes.

Throughout his life, Daniel traveled thousands of miles on foot or by horse. His dream to discover new places and new things became real. Many thrilling stories have been written about Daniel and his adventures.

1. What is the meaning of the word youngster from the passage above?
 - a. someone who is a child
 - b. a young cow
 - c. doctor
 - d. someone who doesn't like being young
2. From the passage above, we can infer that Daniel Boone was . . .
 - a. a nice man.
 - b. a dogsled racer.
 - c. an explorer.
 - d. an excellent shot with a rifle.
3. Another phrase for "military expedition" would be . . .
 - a. pleasure vacation.
 - b. journey with the armed forces.
 - c. presidential trip.
 - d. a trip back home.
4. How did John Finley influence Daniel Boone's life?
 - a. He taught him to shoot a rifle.
 - b. He filled his head with information about trees and plants.
 - c. He got him to camp in the woods.
 - d. He always told him stories of wild, interesting adventures and travels.

JOHNNY APPLESEED

Have you ever planted a seed and watched it grow? A man known as Johnny Appleseed planted millions of seeds. Apple trees across the United States trace their roots to Johnny Appleseed. Johnny “Appleseed” was born John Chapman. He was well known because of his love for planting apple trees. He was also known for his stories. By the time he was 25, he became a nurseryman. He took care of plants and trees. Johnny planted entire orchards of apples in New York and Pennsylvania.

This gentle man walked through the wilderness. He carried a bag of apple seeds on his back. When he found a spot he felt was just right to plant, he stopped. In the clearings, he planted apple seeds in neat rows. When the planting was finished, he built a fence to keep away wild animals.

The seeds sprouted, and Appleseed sold the plants to settlers in the area. They enjoyed the fruit of these trees for years and years. Appleseed received money for the saplings, and sometimes he traded for clothes or supplies.

Appleseed always worked alone. But he made many friends along his routes. Many families welcomed him for overnight stays.

Johnny Appleseed was a simple man. He did not care about things like fancy clothes or money. He rarely wore shoes. His feet had big bumps on both sides. They looked as hard and tough as leather.

He was rough, but children loved his gentle ways. His cheerful attitude made settlers happy. Johnny left apples wherever he went. He called them his “joy” that he left behind.

1. What was Johnny Appleseed’s real name?
 - a. John Childress
 - b. John Chapman
 - c. Ohio River
 - d. Nicholas Sparks
2. In this passage, Johnny Appleseed is best known for his . . .
 - a. way with animals.
 - b. worn out clothes.
 - c. nursery skills and sadness.
 - d. apple trees and gentle ways.
3. The author’s purpose for this passage is to . . .
 - a. persuade the reader to learn more about Johnny Appleseed.
 - b. entertain the reader with Johnny Appleseed stories.
 - c. inform the reader about the positive way Johnny Appleseed influenced America.
 - d. convince children to eat apples.
4. What conclusion could you draw about Johnny Appleseed?
 - a. He had a dream, and he worked hard to make it come true.
 - b. He loved to wear new clothes.
 - c. Big houses and cars were important to him.
 - d. He disliked people and nature a great deal.

SACAGAWEA

Sacagawea means “Bird Woman.” She was a Native American guide who led the Lewis and Clark expedition across the United States. The trip started in St. Louis, Missouri, and ended at the Pacific Ocean.

Sacagawea was the daughter of a Shoshone Indian chief. She was born in the year 1790. When she was ten years old, her village was raided. All of the homes were set on fire. She was taken prisoner by the Hidatsa Indians.



Sacagawea was traded from one tribe to another. The princess became a slave. One day, natives were gambling with a French Canadian trapper. His name was Toussaint Charbonneau. He won the game, and Sacagawea was his prize. She became one of his many wives. She was just sixteen.

Sacagawea could speak many languages. She understood many Native American dialects. This made her very valuable. When Lewis and Clark asked Charbonneau to be their interpreter on a trip, they also asked for Sacagawea to come along. They felt she would be valuable as an interpreter, but also as a guide. Lewis and Clark also felt she would be a good sign of peace to Native Americans they met along the way.

Sacagawea had other valuable skills. She was strong and hard working. She helped Lewis and Clark pick plants for food. She taught them the ways of the Native Americans to help them survive in the wilderness. Sacagawea had a son who was born while they traveled. She continued to lead the trip. Sacagawea helped many of the men through hard times. More than once she saved explorers from drowning in the rivers. She made them laugh and treated them kindly. Without her, the Lewis and Clark expedition would not have had success.

1. What was Sacagawea’s childhood like?
 - a. She lived in her own village for her entire life.
 - b. She was traded as a slave and learned several Native American languages.
 - c. She had many friends and participated in fun activities.
 - d. She went to school in New York.
2. Why did Sacagawea marry Toussaint Charbonneau?
 - a. She was the prize he won in a gambling game.
 - b. She wanted to marry him.
 - c. Her father made her marry him.
 - d. Her mother told her to marry him.
3. Sacagawea worked with Lewis and Clark as a . . .
 - a. cook.
 - b. housekeeper.
 - c. guide.
 - d. nanny.
4. What does Sacagawea mean?
 - a. Small Fry
 - b. Lewis and Clark
 - c. Toussaint Charbonneau
 - d. Bird Woman

DAVY CROCKETT

Davy Crockett did many great things in his life. He was a frontiersman and an explorer. He became a leader in the Creek Indian War. He was later a congressman in the United States House of Representatives. Davy was born into a poor family, but he did not let that stop him from accomplishing many things.

Davy's life began in a small cabin on August 17, 1786. He was the fifth of nine children. They moved many times when he was young. At the age of 13, Davy ran away from home to avoid getting in trouble by his father. While on his own, he went from town to town and learned many skills through the jobs he took and as a hunter and trapper. After almost three years, he returned home. His his family was surprised but happy to see him. Davy worked for a year for men to whom his father owed money. Later, he was able to save his earnings and buy things for himself.

In 1806, Davy married Polly Finlay, and they had three children. She died, and he married Elizabeth Patton. She was a widow with two children.

Davy died fighting for freedom. He died at the Battle of the Alamo in Texas in 1836. Through the years, Davy has been the subject of songs, books, TV programs, and movies.

1. How old was Davy Crockett when he died?
 - a. 46
 - b. 60
 - c. 45
 - d. 50
2. Why did Davy run away from home?
 - a. because he wanted to go live in the woods
 - b. because he was worried about getting in trouble
 - c. because he was afraid of getting married
 - d. because he had to work for his father
3. What conclusions can you draw about Davy Crockett?
 - a. He worked hard and did many important things.
 - b. He was lazy and didn't do much with his life.
 - c. He became a famous explorer.
 - d. He didn't like politics.
4. Which statement does NOT explain how Davy Crockett made our country a better place?
 - a. He died fighting at the Alamo.
 - b. He served in the House of Representatives.
 - c. He could hit the center of any target with his rifle.
 - d. He was a leader in the Creek Indian War.

NARCISSA WHITMAN

Have you ever been wrongly accused of something? Narcissa Whitman lost her life because someone lied about her. Her life was a mixture of victories and tragedies. She did things no one else could.

Narcissa was born in New York on March 14, 1808. When she was young, she loved to read. The stories of Harriet Broadman, a missionary to India, were her favorites. A missionary is someone who does religious or charitable work. The stories told of good deeds and helping others. Narcissa dreamed of becoming a missionary herself.

Narcissa became a teacher; however, she never gave up her dream of being a missionary. She tried to find a placement, but unmarried women were not accepted at that time.

Narcissa married a man named Marcus Whitman. He was a doctor and a missionary. Her dream finally became real. The day after their wedding, they headed down the dusty trail. They moved west to help others. She would share her beliefs and tend to others' needs.

For 11 years, they lived in the Oregon territory. They had one daughter, Alice. When she was two years old, Alice fell into a river and drowned. She never had any more children of her own, but the Whitmans later adopted several other children.

Even though Narcissa had dreamed of being a missionary, she didn't know what was in store for her. Life was much more difficult than she had known. For many years she was the only woman living in the mission. She missed her family and mail was slow to bring news from them.

Narcissa found it hard to understand the ways of the Native Americans. They did not understand her. In 1847, a measles outbreak took the lives of many natives, but most of the Caucasians survived. The natives claimed that the Whitmans were poisoning them and that they wanted to steal all the land. This lie caused a revolt.

The mission was destroyed. The Whitmans and others were killed. A terrible lie killed a wonderful woman and those around her.

1. What was Narcissa's dream as a child?
 - a. to become an artist
 - b. to become a painter
 - c. to become a missionary
 - d. to become a settler
2. Why was she unable to become a missionary at first?
 - a. She was too young.
 - b. Single women were not allowed to be missionaries then.
 - c. She was too old.
 - d. Her mother would not let her go.
3. How was Narcissa's dream of becoming a missionary different from the real thing?
 - a. She found the job to be exciting.
 - b. She got to travel much more than she originally thought.
 - c. She found that she had to learn to cook and clean.
 - d. She found the job to be hard and lonely.
4. What type of literature is the passage above?
 - a. biography
 - b. historical fiction
 - c. adventure
 - d. fairy tale

STAGECOACH MARY FIELDS

Mary Fields lived in the American Wild West. She was born a slave and became an orphan. She never married, and she had no children. This African-American woman found work in a convent in Toledo, Ohio. She formed a strong bond with Mother Amadeus.



The nuns moved to Montana, where Mother Amadeus became very ill. When Mary learned of the illness, she traveled to Montana. She nursed the nun back to health. She then stayed at the mission. Mary protected the nuns from thieves and criminals. She was a pistol-packing woman who never turned away from a fight.

She was six feet tall and as strong as any man. Mary helped build a school and carry supplies. She could fix anything! She became the foreman of the workers. Men reported to her! However, her temper got the best of her, and she was forced to leave the mission. The nuns helped her start a business nearby.

Mary opened a caf . She did not make any money. Her heart was too big. She fed the hungry without pay. She could not turn away people who needed help. When the caf  closed, Mary found a new job.

This job suited her well. In 1895, she became a driver of a U.S. mail coach. She became the second woman—and the first African-American woman—to ever work for the post office. She and her mule, Moses, never missed a day. She earned her nickname, “Stagecoach,” for her reliability. She did this job until she was 70 years old! “Stagecoach” Mary Fields broke boundaries of race, gender, and age.

1. What was so unusual about Mary?
 - a. She was gentle and kind.
 - b. She worked at a mission.
 - c. She tipped her wagon in the middle of the night.
 - d. She carried a gun, was tough, and did the jobs of men in the Old West.
2. What do you think the phrase “pistol-packing” means?
 - a. packing a pistol into a suitcase
 - b. wrapping up a pistol as a gift
 - c. carrying a pistol
 - d. burying a pistol
3. What do you think would NOT have been part of Mary’s job at the mission?
 - a. carrying firewood
 - b. sewing
 - c. digging a well
 - d. building a storage room
4. Why did Mary get the nickname “Stagecoach”?
 - a. She was as reliable as a stagecoach.
 - b. She was as big as a stagecoach.
 - c. She was as fast as a stagecoach.
 - d. She could carry a stagecoach.

CLARA BARTON

Clara Barton was America's first nurse. When she was 11, her big brother fell off a barn roof. He was badly injured. She took care of him. That is when she knew what she wanted to do with her life. When the Civil War started, there was no such thing as a nurse! Barton decided that the hurt and dying soldiers needed care. She went right out into the battlefields to help them. She refused to rest if even one wounded man needed care. Sometimes she worked for three days straight with only one meal and an hour and a half of sleep.



Barton had one goal: she wanted to be sure that every injured soldier was properly taken care of. And nothing stopped her. She burned her hands but kept working. She got frostbite on her fingers. Still, she took care of the men. Twice she was nearly shot: one bullet passed through her sleeve, and the other tore off a part of her skirt.

After the war, she went to Europe to rest. But instead, she became a nurse to the men on the battlefields of Europe. There she heard about the Red Cross. The Red Cross gave any wounded person care and food. It did not matter what side they were on. And no one would attack a tent flying a Red Cross flag.

When she returned home, she formed the American Red Cross to meet people's needs during emergencies. The first people the American Red Cross helped were those who had lost their homes due to a big forest fire. Barton continued to work with the American Red Cross until she died at the age of 91.

1. Most of the soldiers Clara cared for had been . . .
 - a. burned.
 - b. shot.
 - c. frostbitten.
 - d. kicked.
2. What happened last?
 - a. Clara took care of men on the battlefield.
 - b. Clara took care of her brother.
 - c. Clara started the American Red Cross.
 - d. Clara went to Europe.
3. Why did Clara form the American Red Cross?
 - a. She wanted to help anyone in need.
 - b. She had seen the Red Cross during the Civil War and thought it was a good idea.
 - c. She wanted to fight fires.
 - d. She wanted to help soldiers.
4. When Clara went into the battlefields to care for the soldiers, she showed that she was . . .
 - a. scared.
 - b. selfish.
 - c. brave.
 - d. wounded.

CHARLIE PARKHURST

Have you ever been tricked? Charlie Parkhurst tricked a lot of people. When Charlie died, we found out the truth—Charlie was really Charlotte!

Charlotte was born in New Hampshire around 1812. She was orphaned at an early age, and her life changed. In order to survive, Charlotte became Charlie. She escaped from an orphanage by dressing as a boy. She learned that boys could get jobs, but little girls could not. Boys could learn trades; they could make a living. So she dressed in pants and boys' things.

Charlie tried a few jobs, and “he” found his calling. Charlie worked as a stable boy. People saw that he was good with horses. This skill led to a great career. He learned to handle teams of horses. Stagecoach driving was the perfect job for him!

He could drive a stagecoach plum full of passengers, bags, mail, and gold dust. He would get it safely across the Sierra Nevada Mountains. For twenty years people rode safely across the mountains with Charlie. He proved that he was one of the best drivers. Everybody felt safe when they were with him.

Charlie met outlaws twice. The first time, they got the box of money. It was full. The second time, Charlie was ready for them. He made sure the bandits didn't get what they were after. The passengers watched from inside the stagecoach.

When Charlie died, the coroner found out the truth. Charlie was a woman! She had done things women never dreamed of. She'd been the best stagecoach driver in the area. She had even voted for the president of the United States 50 years before women were allowed to vote!

1. Why is “he” in quotes in paragraph three?
 - a. because someone said these words
 - b. because “he” is really a “she”
 - c. it should not have quotes
 - d. because it is the title of an article
2. A group of words that could be used instead of “plum full of” in paragraph four would be . . .
 - a. stuffed with.
 - b. empty.
 - c. full of plums.
 - d. missing several.
3. Why did Charlie take a fake identity?
 - a. to hide from his parents
 - b. to hide from police
 - c. because no girls' clothes were available
 - d. to escape from an orphanage and be able to get work
4. What question would Charlie have been able to answer?
 - a. How did the United States win its freedom?
 - b. What do railroads keep in the engine room?
 - c. How did you keep your identity a secret all of those years?
 - d. How do you take care of sheep?

Dr. Antonia Novello

In 1990, the U.S. Surgeon General was Dr. Antonia Novello. She was the first woman to have this job. She was the first Latina, too. The Surgeon General is the nation's main doctor. She does research. She tells the public what she finds. Novello taught about the dangers of smoking and drinking alcohol. She told the companies that make beer, wine, and cigarettes to stop trying to get teens to buy their products. She taught people how to keep from getting AIDS, too.



Novello was born in Puerto Rico. She earned a medical degree there in 1970. She always wanted to become a doctor. But she didn't know that she'd one day be the most important doctor in America.

As a child, she had a health problem. It hurt a lot. But she did not get the operation she needed until she was 18. While growing up, Novello didn't want other kids to feel sorry for her. Although she was in pain, she made jokes. She laughed a lot. She made friends with everyone. But she worked hard to earn good grades. Later she had a set of operations during medical school. Yet her grades did not fall. She always did her best.

Novello was shocked when she was asked to be Surgeon General. She wasn't looking for a new job. President George Bush spoke to her himself. So Dr. Novello took the job. She left after three years. Today she still works to improve health care for women, children, and the poor.

1. Where was Dr. Novello born and raised?
 - a. in Latin America
 - b. in South America
 - c. in Puerto Rico
 - d. in Mexico
2. How did Dr. Novello become interested in being a doctor?
 - a. She was sick as a child and knew she wanted to help others get better.
 - b. The president told her that she would be a good doctor.
 - c. Her mother told her that she should become a doctor.
 - d. She wanted to be the U.S. Surgeon General.
3. During medical school, Dr. Novello . . .
 - a. did not do her best because of her operations.
 - b. was asked to be the U.S. Surgeon General.
 - c. had operations yet kept her grades high.
 - d. had to stop and start classes due to her illness.
4. How did Dr. Novello react when asked to be Surgeon General?
 - a. She expected it.
 - b. She was shocked.
 - c. She was afraid.
 - d. She was sad.

LOUIS PASTEUR

Louis Pasteur lived long ago. But the things he did help keep you healthy today. He was not a medical doctor. Yet he found new ways to help keep people from getting ill. Pasteur studied germs. He figured out that germs could live almost anywhere. He believed that these germs caused sickness.



Pasteur proved that sicknesses happen when germs get inside a body and multiply. He also found that if a few weak germs were put into an animal, the animal's body would develop its own defense against the germ. He proved this by giving sheep and chickens shots of weak germs. And it worked! Those animals no longer caught the bad sicknesses.

In 1881 he started work on a shot to stop rabies. Four years later, a rabid dog bit a boy. The parents asked Pasteur to save their son. Pasteur did not want to use his shot on a person. He was not sure what would happen. But he knew that the boy was sure to die without it. The shot was his only chance. So Pasteur gave him the first human vaccine. The little boy lived.

Pasteur wanted to come up with a way to keep germs from getting into people's bodies. He found a way to make milk free of germs. He learned that germs could not stand heat. When he heated milk to 140°F and then quickly cooled it and sealed it in clean jars, the germs died. His method is called pasteurization. It has been used on milk ever since. Today it is used to prevent germ growth in other products, too.

1. Which of these does **NOT** describe Louis Pasteur?

- a. very smart
- b. great doctor
- c. helpful
- d. willing to take risks

2. What happened last?

- a. A rabid dog bit a boy.
- b. Pasteur developed a rabies shot.
- c. Pasteur gave a boy a vaccine.
- d. The parents begged Pasteur to help.

3. How does a vaccine work?

- a. It kills germs as they enter the body.
- b. It doesn't let germs get into the body.
- c. It makes the body produce more red blood cells.
- d. It helps the body make a defense against germs.

4. Why does a pasteurized liquid need to be sealed in a clean jar?

- a. to be sure that no germs are already in the jar or can get into the jar
- b. to be sure that the germs cannot get the air they need to breathe
- c. to keep the liquid at the right temperature
- d. to make the liquid taste better

ELIZABETH BLACKWELL

Elizabeth Blackwell left England in 1832. She was just 11 years old when she arrived in New York City. The streets were quiet. Few people were around. Most of them were sick. They had cholera. Some even died. Those who were not sick stayed inside. They didn't want to catch it. Blackwell wanted to help the ill people get well. But she was just a girl.



She never forgot her dream of helping the sick. When she grew up, a friend fell ill. Blackwell nursed her back to health. She told her friend that she wanted to be a doctor. Her friend told her to try.

At that time, few women went to college. None had ever earned a medical degree. Blackwell studied the same books that the medical students did. She paid doctors to teach her. Soon she was ready for medical school. At first no college would let her in. It took her years to convince Geneva Medical College to let her try. Then the teachers and students were mean to her. To please the teachers, Blackwell had to work harder than the other students did. She earned high marks in each class.

In 1849, Blackwell was the first woman in the United States to graduate as a medical doctor. But then no one would hire her. No one would rent her space so that she could have her own office. Yet Blackwell did not give up. She started the Women's Medical College. There she helped other women to become doctors, too. And in 1857, she opened a hospital. She treated poor women and children. Few could pay her. But Blackwell was happy. She was helping the sick.

1. Where did Blackwell go to medical school?
 - a. Geneva Medical College
 - b. Women's Medical College
 - c. Hobart and William Smith College
 - d. Peoples' Medical College
2. What did Blackwell do in 1832?
 - a. earned a doctor's degree
 - b. came to the U.S. from England
 - c. opened her own hospital
 - d. decided to go to college
3. Blackwell was most interested in giving medical care to . . .
 - a. rich people.
 - b. women.
 - c. men.
 - d. poor women and children.
4. Which statement is **NOT** true?
 - a. Blackwell was the first woman in the U.S. to graduate as a doctor.
 - b. Many colleges wanted Blackwell to go to school there.
 - c. Blackwell opened her own hospital.
 - d. Blackwell always dreamed about becoming a doctor.

CESAR CHAVEZ

Cesar Chavez was born in 1927 in Arizona. His family had come from Mexico. His father had a small store. His grandfather had a farm. But the store started to lose money. Chavez's father had to sell it. They moved to his grandfather's farm. They worked hard, but they needed money to pay taxes on the farm. If they could not pay, they would lose the farm.

Chavez's father became a migrant farm worker. Migrant farm workers move from farm to farm. They plant and pick crops. They work hard. The jobs do not last long. They are paid very little. Even though Chavez's father worked hard, he could not earn enough money to save the farm. They became homeless. Then all of them—even the children—had to work in the fields.

As migrant workers, they followed the crops. At some farms, they stayed in shacks that had no running water or electricity. At other farms, they lived in a tent. Once Chavez's family picked grapes. But when the job was done, the farmer would not pay them! There was nothing they could do. They went to the next farm.

When Chavez grew up, he wanted to change things for migrant workers. He formed the United Farm Workers (UFW). This union wanted better pay and housing for farm workers. Chavez fasted. He would not eat. This made the TV and newspapers tell his story. People were shocked when they heard about the problems of migrant workers. They made the largest growers sign contracts with the UFW. Then Chavez started to eat again.

Another time he stopped eating because of pesticides. They were sprayed on crops. They were harming farm workers. He did not eat until the farmers stopped using the bad chemicals.

1. How did the Chavez family lose their farm?
 - a. They could not pay the taxes on the farm.
 - b. They did not work hard.
 - c. Someone stole all of their money.
 - d. All of their crops died.
2. What did Chavez do when he fasted?
 - a. He only ate at night.
 - b. He refused to eat food.
 - c. He ate less food than usual.
 - d. He ate more food than usual.
3. Why did Chavez form the UFW?
 - a. to get free healthcare for migrant workers
 - b. to improve schools for migrant workers
 - c. to be the leader of the migrant workers
 - d. to get better housing and pay for migrant workers
4. One reason Chavez fasted is because . . .
 - a. he wanted farm workers to all wear uniforms.
 - b. he wanted to be famous and on TV.
 - c. he wanted farmers to stop using bad chemicals on crops.
 - d. he wanted farmers to stop growing extra crops.



CALAMITY JANE

Calamity Jane lived in the Old West. Born on May 1, 1852, her real name was Martha Canary. She loved horses more than anything else. She rode them without being afraid. When she was 13 years old, her family moved from Missouri to Montana. They traveled by covered wagon. The trip took five months. Traveling gave her a lot of time to shoot her rifle and ride her horse.

Martha decided she wanted to join the army. She worked for General Custer as a scout at a fort in Wyoming. Her job was to ride ahead of the army and then tell them what she saw. She had to make sure it was safe to travel.

Martha had always worn dresses. Her job as a scout changed that. She had to wear a soldier's uniform with men's pants. Martha felt strange at first. But the more she wore them, the more she liked them. Pants made it easier to ride a horse, and they were more comfortable.

One day she and a captain of the army were sent to stop a fight between different Native American groups. They took other soldiers with them to help out too. When they were coming back, they were ambushed from behind. Martha turned around just in time to see the captain get shot and fall off his horse. Martha turned, scooped him up, and put him on her horse. She held him as they rode back to the army post. When the captain was better, he laughed and said, "I name you, Calamity Jane, heroine of the plains!"



1. Ambushed is another word for . . .
 - a. laughed at.
 - b. spit on.
 - c. a surprise attack.
 - d. called names.
2. Why was Martha named "heroine of the plains"?
 - a. She saved the life of a captain in an unusual, dangerous way.
 - b. She could ride horses very fast.
 - c. She was an excellent shot with a rifle.
 - d. She rode to scout out the territory.
3. The author's purpose for this passage is to . . .
 - a. inform the reader about Custer's last stand.
 - b. inform the reader about how Martha became Calamity Jane.
 - c. inform the reader about travels in the Wild West.
 - d. inform the reader about how Calamity Jane died.
4. Martha began to wear men's clothing when . . .
 - a. her father died.
 - b. her mother died.
 - c. her dresses no longer fit.
 - d. she became a scout.

SALLY RIDE

Sally Ride was an astronaut. She was the first American woman to travel into space. She left Earth on June 18, 1983. She came back on June 24th. She traveled with four other astronauts in the spaceship *Challenger*.

Challenger orbited Earth. When something orbits something, it goes around it. How long did it take *Challenger* to orbit Earth? It took only 90 minutes! *Challenger* orbited Earth 16 times in just one day. This meant that Ride saw the sun rise and set 16 times in one day!

Ride liked being an astronaut. She liked being in space. She liked how it felt when the force of gravity was not pulling her down. Without the force of gravity, she could float. She floated from place to place. While in space, she played a game to catch jellybeans. The jellybeans were floating, too! Ride had to catch the jellybeans with her mouth!

Sally Ride worked hard to become an astronaut. She went to school for many years. She had to have special training. The training was hard work. Ride was a good astronaut. She went into space two times. Ride then became a teacher. She wrote books and helped direct space research. When you research something, you study it. You try to find out new things about it. Sally Ride received several awards and honors for her work and continues to be committed to science education.



1. This story is mainly about . . .
 - a. spaceships.
 - b. a woman astronaut.
 - c. space travel.
 - d. astronaut training.
2. What statement is **true**?
 - a. Sally Ride wrote books in space.
 - b. Sally Ride did not like being an astronaut.
 - c. Sally Ride went into space two times.
 - d. Sally Ride liked the force of gravity in space.
3. If you wanted to find out more about space travel, you might _____ it.
 - a. research c. travel
 - b. orbit d. float
4. How long was Ride in space the first time?
 - a. 6 days c. 4 days
 - b. 8 days d. 16 days

Annie Oakley

Annie Oakley was born in Ohio on August 13, 1860. Her parents were poor Quakers who lived on a small farm. Annie learned to trap animals and do chores. In 1866, her father died. When she was eight, her mom sent her to work for a neighbor. She learned to embroider and sew from the neighbor's wife.

After two years, she ran away. Annie came back to the farm. Her family could not pay the bills and did not have money to pay for the farm. Annie went to work, hunting animals to sell to restaurants and hotels. She was very good at trapping animals, and she could shoot well. Soon she earned enough money to buy the family farm.

People heard stories about Annie and her gun. The manager of one of the hotels was in charge of a shooting contest. He asked Annie to enter the contest. She and her brother saved \$50.00 to enter the contest. Annie won the contest by one shot. She beat a famous shooter named Frank Butler. He could not believe how well she could shoot a gun. He asked her to marry him, and she did.

Annie and Frank spent 15 years acting in Wild West shows. Annie Oakley was a great actress. She was the star of the show. Frank was her manager. She could shoot a hole in a card from ninety feet away. She could shoot an apple off her dog's head. She could even shoot a cigarette out of Frank's mouth! Annie could shoot faster than any man for miles around.



1. What was Annie's childhood like?
 - a. interesting and full of adventures
 - b. easy and fun
 - c. very difficult and full of hard work
 - d. gentle and proper
2. From the passage, it is safe to guess that . . .
 - a. Annie had a good education.
 - b. Annie trusted herself with a gun.
 - c. Annie loved to clean house.
 - d. Annie was lazy.
3. Annie showed us that . . .
 - a. riding horses was a good skill to have.
 - b. if you want something bad enough, you will work hard to get it.
 - c. acting was the best choice of careers.
 - d. none of the above.
4. We know that Annie cared about her family because . . .
 - a. she taught her sisters to embroider.
 - b. she read to her family.
 - c. she made enough money to buy the farm for her family.
 - d. she trapped with her brother.

Dale Evans

Have you seen Dale Evans on television? She starred in movies and television shows. She was in more than 28 old-time cowboy movies. Dale was also a singer.

Some say her real name is Frances Octavia Smith. Others claim it was Lucille Wood Smith. What we do know is that her life began in Uvalde, Texas. She ran away with her high school sweetheart to get married when she was only fourteen. They moved to Tennessee and had a baby boy named Tom. One year later her husband died.



Frances/Lucille found a job at a radio station. She sang and played the piano. The manager of the station changed her name to Dale Evans. The name was catchy. It stayed with her.

Dale moved to Chicago and then back to Texas. She was hired as an actress and singer. On the set of one of her movies, she met a famous cowboy actor. His name was Roy Rogers. They made many movies as a team. They liked the same things. They became best friends. One year later they were married at the ranch where they made their first movie.

Roy and Dale shared a happy life. They were loved by all of America.

1. Why did Frances/Lucille run away?
 - a. She wanted to get married.
 - b. She wanted to get a job.
 - c. She did not like school.
 - d. She always ran away.
2. Which of the following is **NOT** a fact about Dale Evans?
 - a. She had a job at a radio station.
 - b. She went by the name Annie Oakley.
 - c. She played the piano.
 - d. She starred in movies.
3. Dale met Roy Rogers . . .
 - a. at a baseball game.
 - b. on a movie set.
 - c. at a park.
 - d. at the zoo.
4. Roy and Dale were a good match because . . .
 - a. she was a good cook.
 - b. he was handsome.
 - c. they liked the same things.
 - d. people gave them money.

PATRICK HENRY

“Give me liberty or give me death!” These famous words were spoken by Patrick Henry. His words and life changed America.

Patrick was born on May 29, 1736. He went to school at home. His father, John Henry, was his teacher. Patrick studied math, reading, and writing. He wanted to learn about the laws of the land. He studied on his own. In 1760, he took a test to become a lawyer.



At that time, the Colonies argued with the British. The British wanted to make the laws for the Colonies. They wanted Colonists to pay senseless taxes. In 1777, they went to war.

Patrick Henry believed that the Colonies should be free from British rules and ideas. He made a famous speech for freedom. He asked his friends to fight with him against Britain. Patrick Henry put his life on the line. He spoke those famous words, “Give me liberty or give me death!”

We must be thankful for Patrick’s brave words. Most importantly, we should be thankful for his brave actions.

1. Who said, “Give me liberty or give me death!”?
 - a. John Henry
 - b. The Colonies
 - c. Patrick Henry
 - d. The British
2. An antonym for the word senseless would most likely be . . .
 - a. pointless.
 - b. ridiculous.
 - c. silly.
 - d. practical.
3. Patrick Henry believed in freedom so much, he was willing to give his . . .
 - a. family for it.
 - b. horse for it.
 - c. life for it.
 - d. home for it.
4. Why did the Colonists want to be free from British rule?
 - a. They were upset about the taxes, lies, and broken promises.
 - b. They were upset about bad tea, angry fights, and mean words.
 - c. They were upset about oceans, clothes, and guns.
 - d. They were upset about animals, weapons, and fighting.

BETSY ROSS

Seamstress. Designer. Businesswoman. Mother of seven. Quaker.
How are these words all alike? They all describe Betsy Ross.

It is said that Betsy made the first flag, but we may never know for sure. We know that she sat on the bench in church with George Washington. She sewed buttons on his coats. She was the niece of George Ross, one of the men who signed the Declaration of Independence. Betsy also had a large sewing business in her town.



Betsy changed the original design of the flag. She made a better size and shape for the stars. She felt the stars should be in a circle. Each one should have five points, not six. The first flag had 13 stars in a circle for the 13 Colonies. Today there are 50 states and fifty stars. The colors and meaning of the flag have stayed the same. It is our symbol to the world. When people see our flag, they think of America. Hopefully, many people also think of the famous American who made it.

1. What changes did Betsy make before sewing the flag?
 - a. size, shape, and colors
 - b. color and shape
 - c. shape of the stars
 - d. meaning, stitches, and the name of the flag
2. Seamstress most likely means . . .
 - a. nibble on seams.
 - b. design stars.
 - c. fly flags.
 - d. make dresses.
3. Which statement is **NOT** written about Betsy Ross?
 - a. She had seven children.
 - b. She was a mean, nasty woman.
 - c. She sewed buttons onto George Washington's coats.
 - d. She was a designer.
4. According to the passage, the American flag is our . . .
 - a. color.
 - b. bird.
 - c. symbol.
 - d. signal.

GHOST TOWN

An old town hides in the mountains of Montana. The name of it is Garnet. Most people today simply call it a ghost town. Many buildings still stand, but the town is silent. The last person who lived in the town of Garnet was a storeowner who died in 1947.

Garnet was started by families who came looking for gold in 1898. Over 1,000 people made their homes in the town. The men and women built the town by hand. Men worked hard inside the mines. They used simple hand tools and steam engines. Sixty thousand ounces of gold were mined near Garnet. Fifty thousand ounces of silver were found. Sixty thousand ounces of copper were put into mining cars.

The town was not built to last very long. After five years, the gold was almost gone. The copper was gone. Only a little silver remained. One hundred fifty people lived in the town at that point.

World War I took the men away from the town. People packed their bags. They took their families and moved away. A fire ruined most of the buildings in Garnet in 1912.

Garnet became a ghost town overnight. Today, the town of Garnet is full of history. It is a quiet place to walk around and hear whispers about life in the past.

1. A mine is a word for . . .
 - a. something that belongs to me.
 - b. ghost town.
 - c. an underground area that is created to get minerals.
 - d. silver and gold.
2. Garnet is now . . .
 - a. a river town.
 - b. a seaport town.
 - c. a mining town.
 - d. a ghost town.
3. Why did the city of Garnet die so suddenly?
 - a. The gold ran out.
 - b. The silver ran out.
 - c. The men went to fight in World War I.
 - d. All of the above
4. A ghost town is a place . . .
 - a. where there are ghost festivals each year.
 - b. where you go for Halloween.
 - c. that is haunted.
 - d. that has been deserted—the people have all moved away.

PONY EXPRESS

When people moved west in covered wagons, things came slowly. Letters and news took a long time to get from one side of the country to the other. People had to wait for months to hear news from other places. Sometimes the mail took as long as one year, and other times it didn't arrive at all.

The Pony Express was established in 1860 to help mail and news move quickly from one place to another. Riders brought mail and messages to people who were willing to pay for it. The Pony Express gave the riders \$100 dollars each month.



Each rider had to weigh less than 125 pounds. They rode in rain or snow, day or night. They often rode in very dangerous conditions. Mail carriers had to ride very fast. They would change horses every 10–15 miles at a relay station. After 100 miles, a new rider would take over.

The Pony Express did not last long because it had many problems. The people who gave money to get it started did not get much money back. The letters cost too much to send. In 1862, the Pony Express ended.

1. The Pony Express was . . .
 - a. a place to keep ponies.
 - b. a group of horses and riders that carried mail and news across the U.S.
 - c. a line of horses that had many names.
 - d. a train named after a pony.
2. Which of the following could be dangers that a Pony Express rider probably faced?
 - a. friendly pioneers
 - b. calm streams and beautiful scenery
 - c. wolves and Native American attacks
 - d. wagon trains and campfires
3. If you wanted to be a rider for the Pony Express, how much could you weigh?
 - a. less than 125 pounds
 - b. more than 125 pounds
 - c. 155 pounds
 - d. weight didn't matter
4. According to the passage, why was the Pony Express started?
 - a. so riders could get practice riding across the country
 - b. to teach pioneers how to ride faster
 - c. so riders could exercise their ponies
 - d. to move messages and information quickly from place to place

RAILROADS

Did you know that the idea for trains started in Germany? In 1550, some roads in Germany had wooden rails. They ran along the road. They were called “wagon ways.” These roads were used for wagons pulled by horses. They were easier than traveling on dirt roads.

In 1776, metal rails were made. The rails were made of iron. They were called “tramways.” They were very popular. They went all over Europe. A man named William Jesse had an idea. He made wheels with a groove, or cutout edge. These wheels helped the wagons move faster on the iron rails. The wagons were still pulled by horses.

The steam engine came next. A man named Richard Trevithick wanted to move people and things from place to place without using animals. He made the first steam engine. It could carry 10 tons of iron, 70 men, and five wagons for 9 miles in two hours.

A man named John Stevens put all of these ideas together. He is called the “father of the American railroad.” He showed how steam trains would work. He got the first charter railroad. Each new idea has made traveling easier and faster.

1. Who was called the “father of the American railroad”?
 - a. Richard Trevithick
 - b. William Jesse
 - c. Orlando Bloom
 - d. John Stevens
2. Which words best describes the “wagon ways”?
 - a. wooden rails
 - b. iron rails
 - c. steam engines
 - d. fire wagons
3. Which word is an **antonym** for the word *pulled*?
 - a. snatched c. pushed
 - b. grabbed d. yanked
4. Which statement is **NOT** true about the history of the railroads?
 - a. The idea for trains began in Germany.
 - b. Today trains run very slowly and are pulled by horses.
 - c. “Tramways” had rails made of iron.
 - d. Today trains run much faster and easier than in the past.

TRADING POSTS ON THE OREGON TRAIL

Have you ever wondered how the pioneers lived without grocery stores? Trading posts helped families survive. Forts were built along the Oregon Trail. Each fort had a trading post. It was like a grocery store and department store put together.

The trading post was a place for the weary travelers to stop and rest. Trading posts stocked things the settlers needed. It was also a place to meet new people and hear any news.

The pioneers could buy rifles and bullets at the trading post. Food, such as dried meat, beans, eggs, and coffee could be bought at a trading post.

To travel safely, wagons were kept in good repair. Wagon parts, wood, hammers, saws, ropes, and chains were sold at the trading post. Prices at the trading posts were high.

Pioneers were willing to pay for things they needed. Without trading posts, many travelers would never have made it to the end of the trail.

1. In the passage, weary means . . .
 - a. excited, joyful, and nervous.
 - b. happy, joyful, and angry.
 - c. worn out, fatigued, and tired.
 - d. mad, upset, and furious.
2. The main idea of the last paragraph is . . .
 - a. to show the importance of trading posts for survival on the Oregon Trail.
 - b. to show what food items a pioneer could purchase.
 - c. to discuss needed equipment for a wagon.
 - d. to give a list of things that people didn't want to buy at trading posts.
3. This passage was written to . . .
 - a. entertain the reader with events which occurred at a trading post.
 - b. inform the reader about the prices of items at the trading posts.
 - c. persuade the reader to buy from a trading post.
 - d. give the reader some information about trading posts.
4. According to this article, the travelers of the Oregon trail were called . . .
 - a. kings.
 - b. pioneers.
 - c. hunters.
 - d. outlaws.

COLONIAL TOOLS AND WEAPONS

Life in Colonial times could be very difficult. The right weapons or tools for a job made it a little easier.

A sickle is a tool with a sharp blade. It has a short, wooden handle. It was used to cut grass or grain. Sickles were very helpful when clearing tall grasses for a new home or garden.

An ax, or axe, is another useful tool. Colonial axes had long wooden handles. The top of each axe was made out of hard silver. It could be used for chopping wood. If you wanted to build a cabin, you needed an axe.

Pistols and rifles were just as important as the other tools. They were used to protect the families from wild animals and bandits. Rifles were also used for hunting. They had long, wooden barrels. They were very heavy.

Tools and weapons were important for getting food, staying safe, and making life easier. Life depended on good tools.



1. Which tool was used for cutting grasses and wheat?
 - a. rifle
 - b. axe
 - c. sickle
 - d. pistol
2. If you wanted to hunt animals, you would use . . .
 - a. a rifle.
 - b. an axe.
 - c. a rope.
 - d. a sickle.
3. The author's purpose for this passage is to . . .
 - a. entertain the reader with funny information about tools.
 - b. inform the reader about the job of the axe.
 - c. show the importance of tools and weapons to the Colonial families.
 - d. teach the reader how to use a sickle.
4. Another name for an ax is . . .
 - a. a wagon.
 - b. an axe.
 - c. a sickle.
 - d. a horse.

COLONIAL ANIMALS

In Colonial times, people used animals for many things. Horses moved people from place to place. Plowing the fields was done by oxen because they were strong. Cows and goats gave milk for butter and cheese. Chickens provided eggs and meat. Bees made honey that Colonists used to sweeten food and drinks. They also made beeswax that could be used for candles.



Many Colonists built outside stalls to house their larger animals, such as horses and cows. Others built barns with pens inside them. Chickens were put inside coops made of wire and wood, with a door at one end. Pigsties were built for the pigs. These were wooden pens with large flat places for them to sleep or lie down.

Beehives were made out of wood or straw. These hives were put in gardens so that the bees could collect pollen from flowers and make honey.

Taking care of the animals was needed to take care of one's own family.

1. Why did the Colonists care for their livestock?
 - a. so the animals would enjoy summer vacation
 - b. so the animals would grow very large
 - c. so the animals would provide food and transportation for them
 - d. so the animals would have a nice place to live
2. A coop is a type of . . .
 - a. shelter for birds.
 - b. hole in the ground.
 - c. rock in a garden.
 - d. wagon on a farm.
3. If your family owned a horse in Colonial times, you would most likely use it for . . .
 - a. hanging your clothes on.
 - b. getting from one place to another.
 - c. making milk for butter and cheese.
 - d. racing.
4. Most enclosures for the animals were made of . . .
 - a. mud.
 - b. gold.
 - c. silver.
 - d. wood.

THE WILDERNESS

The Pilgrims came to the New World to find a new life. They did not know how hard it would be. They did not know they would live in such wilderness.

The land needed clearing. Rocks and tree stumps were pulled from the ground. Logs from the trees were used to make homes and furniture. Scraps became firewood. Crops had to be planted and barns had to be built.

The Pilgrims had to build the barns before they built their own homes. Otherwise the animals wouldn't survive the long winter. The first homes were little more than holes dug in the ground. The dirt was cold and damp, and the fires filled the homes with smoke.

Eventually, the Pilgrims made houses out of wood. They used axes to chop trees and strip bark off the logs. They cut notches in the wood to help lock the logs together. Each house was just one room in which the whole family cooked, ate, and slept. The homes all had a fireplace in the room that was used for heat and light. There was no electricity.

When the Pilgrims came to America, they faced challenges they had never imagined.

1. Wilderness probably means . . .
 - a. a park with animals.
 - b. a place in a big city.
 - c. a zoo.
 - d. a place not yet touched by humans.
2. Which tool was most helpful when building cabins?
 - a. an axe
 - b. a rifle
 - c. a sickle
 - d. a petticoat
3. In the passage above, the fireplace was used for . . .
 - a. water and heat.
 - b. heat and light.
 - c. a place to cook and make candles.
 - d. cooking and cleaning.
4. The second paragraph is mainly about . . .
 - a. the importance of the fireplace.
 - b. what the Pilgrims had to do to create a place to live.
 - c. planting crops and baking bread.
 - d. a trip to Alaska.

COLONIAL GARDENS

Do you like to garden? It's fun to watch plants and flowers grow. Family gardens were once necessary. In the early Colonial days, every family grew their own food.

Wealthy families grew large gardens. They needed many workers. Some had fancy gardens with paths down the middle. Some formed shapes of squares, diamonds, and circles. These

Colonists paid gardeners to cut the shrubs and bushes. In warm weather, they invited friends over to sit in their gardens. The gardens were beautiful and peaceful.

Most families tended their own gardens. The gardens were used to grow food to feed the family. Apple and peach trees were grown for fruit. Cabbage, turnips, carrots, pumpkins, and beans were vegetables they grew.

Herbs were grown in the gardens to be used for medicine. Herbs could also be added to food to give it a better flavor.

Extra fruits and vegetables were grown in the summer. The extras were then saved and dried. They were stored for the winter months when fruits and vegetables were scarce.

1. How did Colonists feed their families fruits and vegetables?
 - a. They bought them at the market.
 - b. They ordered their groceries online.
 - c. They bought them from friends.
 - d. They raised all their own fruits and vegetables.
2. Why did the Colonists grow extra fruits and vegetables in the summer?
 - a. They had to save them for the winter months.
 - b. They had to save them for a big party at the end of the summer.
 - c. They liked to make pies with all the extra fruit.
 - d. None of the above.
3. The author's purpose for this passage is . . .
 - a. to provide information on Colonial gardens.
 - b. to persuade the reader to eat vegetables.
 - c. to entertain the reader with veggie jokes.
 - d. none of the above.
4. How were the gardens of the wealthy different from those who were not wealthy?
 - a. They weren't different. They were all the same.
 - b. They were bigger, and they had other people help with gardening.
 - c. Wealthy people's gardens were green. The other gardens were brown.
 - d. All of the above.



DIARIES

Did you know that diaries are historical documents? Diaries from the past tell stories of days gone by. The people who wrote them took the time to write things as they saw them. They give details about events and people they knew. Each writer comes alive in the words they wrote on the paper. Diaries help us to learn about how people lived and what was important to them.



Diaries of the pioneers on the Oregon Trail help us to understand the hard times those people faced. They tell how they came looking for land to build homes. Diaries tell stories about traveling in covered wagons. They describe how children walked alongside the wagons and often wore no shoes on the path. They tell of snakes and wild animals and crossing wild river waters. Diaries describe attacks, how many travelers got sick, and how it felt to reach their goals.

Many diaries of the Oregon Trail have been made into books. These diaries, or records, help us understand how people lived on the Oregon Trail. They help us understand what went right and what went wrong. These diaries help us learn from their mistakes. They show us how to enjoy the simple things in life.

1. What are some of the hardships listed above that pioneers had to face?
 - a. sickness, snow, and no electricity
 - b. ants, wasps, and other poisonous bugs
 - c. sickness, snakes, and attacks
 - d. no water
2. Which of the following diary entries was most likely written by a pioneer?
 - a. One of the wheels broke on the wagon today.
 - b. Lots of traffic on the freeway today.
 - c. Finished making our cement house today.
 - d. Bought the kids their first computer today.
3. In this passage, the author states that diaries from the past are helpful us because . . .
 - a. they are pretty to look at.
 - b. they tell us how the writer felt and what he or she saw and heard.
 - c. they show us handwriting from the past.
 - d. none of the above.
4. If there were no diaries of the past, we would . . .
 - a. have too much information.
 - b. not have any information about Mount Everest.
 - c. not know much of what happened in past time periods.
 - d. not understand how to play board games.

RACING TO THE GOLD

“There’s gold in them thar hills!” James Marshall started a gold rush when he found the first piece of gold in California in 1849. People raced to northern California, hoping to make their fortune.

There were many ways to get to the gold sites. Miners traveled over land on foot or with a team of oxen. This trip could take as long four months. The trail was long and dusty.

Travelers could sail on the ocean. It could take from four months to a year to arrive. Sailing cost a lot of money. Many sailing travelers never got to the mining sites at all.

Another way to travel was by air. A new machine that looked like a balloon flew miners to California. More than 200 people wanted to take a ride in the balloon. They paid money and signed up for the trip, but the balloons never got off the ground.

Wind wagons were another way some miners used to travel. A wind wagon looked like a wagon, but it had sails like a ship. It moved faster than a wagon by using the wind to move it along. However, they were dangerous and hard to drive. Many miners did not know how to steer it, so they often crashed.

Would-be miners made great efforts to cash in on the gold craze. Some were big winners. Others never found gold.

The San Francisco professional football team, the 49ers, is a tribute to the spirit of the brave people who took a chance.

1. When did the great gold rush of California begin?
 - a. 1776
 - b. 1849
 - c. 1944
 - d. None of the above.
2. Another title for this passage could be . . .
 - a. “Miners of the Gold Rush.”
 - b. “Mines of California.”
 - c. “Getting to the Gold Rush.”
 - d. “Leaving the Gold Rush.”
3. The balloons could never reach California because . . .
 - a. they couldn’t get them to fly in the air.
 - b. they cost too much.
 - c. they were ugly.
 - d. All of the above.
4. The San Francisco 49ers are a . . .
 - a. basketball team.
 - b. sewing group.
 - c. boy band.
 - d. football team.

GOLD COUNTRY 49

Most people who came to California in 1849 were looking for gold. Some men came to make money in other ways.

In 1853, a man made a pair of pants on an old sewing machine. The pants were made out of canvas. They were strong and long lasting. In just a few months, his pants became popular with miners. He could hardly sew pants fast enough to keep up with the number of people that wanted to buy them. He got rich overnight. What was his name? Levi Strauss. He made the first pair of Levi's jeans.

Phillip Armour lived in New York. He decided he would walk to California. He stopped in a town called Placerville, California. He opened a store and sold meat. Phillip made so much money that he moved his meat plant to Wisconsin. He became the largest meat maker in the world. He made Armour hot dogs and sausages.

Henry Wells and William Fargo moved to San Francisco. They had a stagecoach company and started a bank. Mail was moved from place to place on their stagecoaches. People put money in their bank. Henry and William kept it safe. They let others who needed money use it, if they paid it back. Wells Fargo was the name of their company. Today, it does not carry mail. It does not bring people on a stagecoach. It is a bank that is found in towns across the United States. The name is still Wells Fargo.

These men did not find gold in pans. They did not look for it in the streams. They got their money from their new ideas.

1. Which man is responsible for Levi jeans?
 - a. Henry Wells
 - b. Levi Strauss
 - c. William Fargo
 - d. Phillip Armour
2. Which of the following statements is **FALSE**?
 - a. Levi Strauss helped create Wells Fargo bank.
 - b. Many people came to California for reasons other than gold.
 - c. Gold mining was not the only industry in California.
 - d. The men mentioned above did not pan for gold. They made their money creating other things.
3. The purpose of this passage is to . . .
 - a. entertain the reader with stories and diaries of miners.
 - b. inform the reader about the steps of panning for gold.
 - c. persuade the reader to learn more about California missions.
 - d. to inform the reader about other ways people made money in California.
4. Which of the following was **NOT** one of the ways of making money mentioned in the passage above?
 - a. making pants
 - b. selling meat
 - c. baking bread
 - d. bringing mail by stagecoach

CIVIL WAR WEAPONS

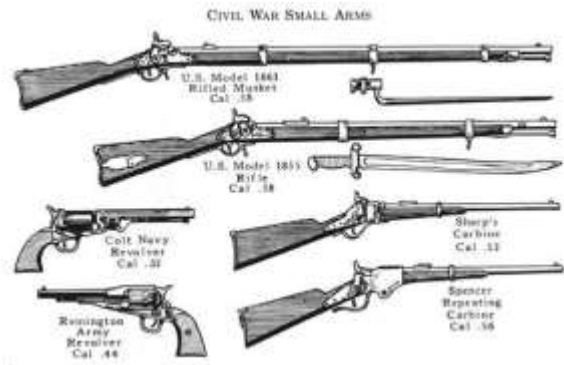
What weapons were used during the Civil War? The revolver was made especially for the war. This gun would shoot easily. It was strong and long lasting. The man who made the revolver sold 12,000 of these guns to the government for the soldiers. The soldiers in the North used these guns.

These guns were so well built that some people smuggled them to the soldiers in the South.

Rifles were also very important in the war. They were made out of wood and metal. Most of them were very heavy. They had a wooden handle and long barrels. Most rifles used gunpowder.

There were at least 12 different types of rifles to buy. The most useful was the rifle that was copied from the British. It was called a musket. It could shoot up to 1,100 feet and hit most of the targets. It only weighed 9 pounds and 3 ounces. Most rifles were much heavier. They also came with a knife on the end of the gun called a bayonet. This was very helpful when the soldiers were fighting by hand.

The revolver and the rifle were the most useful weapons of the Civil War.



1. What does the passage mention about the rifle that was copied from the British?

a. It could shoot quite far, had a bayonet on it, and only weighed about 9 pounds.

b. It was very nice looking.

c. It was long, thin, and shot bullets.

d. It was made by Benjamin Franklin.

2. Which sentence best describes a revolver in the passage?

a. It shoots 1,000 feet and weighs 20 pounds.

b. It fires a small bullet.

c. It is strong, long lasting, and shoots easily.

d. It was not useful in the Civil War.

3. Which of the following is a **synonym** for revolver?

a. cannon b. rifle

c. bomb d. handgun

4. Which statement is **TRUE** from the passage above?

a. Most weapons were not useful in the Civil War.

b. The rifle copied after the British rifle had a bayonet.

c. Revolvers were very heavy.

d. Revolvers were patterned after British guns.

MAP SKILLS

Have you ever used a map to find your way to a special place? Maps show directions, but maps have other jobs, too. If you want to learn about the world, study maps.

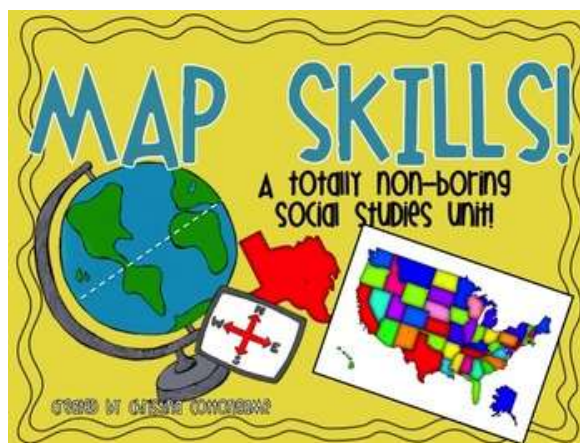
Regional maps show us where different groups of people can be found. They show us where different tribes lived in the United States. They show us information about the weather in areas. They can show us where to find different religions of the world.

Product maps show us the kinds of things that farmers grow. They show us the animals that the farmers raise. This kind of map shows us that farmers in Iowa grow corn and wheat. It shows us that the farmers in Texas raise cattle.

Density maps compare numbers of people living in one place to numbers of people living elsewhere.

Route maps show the path or movement of a group of people. We can use a route map to find out where Christopher Columbus sailed his ships. They can show us the way that supplies are moved across an area. They can show us where the pioneers went across the trails.

Each kind of map gives different information. Think about what you are looking for. What do you want to learn? Find the map that is best and dig in!



1. If you wanted to find out what states the Oregon Trail went through, you would probably use a . . .

- a. product map.
- b. regional map.
- c. density map.
- d. route map.

2. What were some of the products listed that could be found on product maps?

- a. cattle, corn, and wheat
- b. corn, strawberries, and hay
- c. cattle, sheep, and horses
- d. corn, wheat, and lettuce

3. What kind of map would tell you about rainfall in an area?

- a. a regional map
- b. a product map
- c. a density map
- d. a route map

4. Which statement is TRUE from the passage above?

- a. Regional maps compare movements of goods.
- b. Density maps compare populations in different areas of the country or world.
- c. Product maps show number of people in certain areas.
- d. Route maps show what animals farmers raise and crops they grow.

DECLARATION OF INDEPENDENCE

On July 4, 1776, the Declaration of Independence of the United States of America was signed. Fifty-six men put their names on the document. This act showed that the Colonies would not follow the rules of the English any more. This act changed the course of history.

These men did not agree with the rules of England. The Declaration listed 18 ways that the British had done a bad job. These men wrote clearly that the English did not pay attention to the things they needed. The English did not care about their feelings. They did not care about their wishes.

As a result, they wrote this declaration to say that they were going to be free from England. They felt it was important to have full power to make contracts with whomever they wanted. They wanted power to trade with whomever they chose, whenever they wanted to trade.

Lastly, they wanted full power to decide their future. These men wanted to make the choices that were best for themselves and the people who lived in the Colonies.

On July 4, 1776, all 56 men signed the declaration. They promised to give their lives for each other. They promised to share what they had with each other. They promised to respect each other. These men wanted to be free. Free to choose. Free to speak. Free to live in the way they thought was best.



1. What is another word for rules in this passage?
 - a. freedom
 - b. a piece of paper
 - c. laws
 - d. choices
2. Which words best describe the Colonists?
 - a. had their minds made up to give their lives to make things better in the Colonies
 - b. happy with the way things were
 - c. sad because they did not have all the conveniences of the British
 - d. angry because they could not build cabins and cities fast enough
3. What is one thing listed in the passage the Colonists wanted to change?
 - a. They wanted to choose with whom they would play.
 - b. They wanted to choose with whom they would trade.
 - c. They wanted to choose what language to speak.
 - d. They wanted to choose what food to eat.
4. Which statement is **TRUE** from the passage above?
 - a. The Colonists agreed with British laws.
 - b. The Colonists wanted to move back to England.
 - c. The Colonists wanted to use laws from France.
 - d. The Colonists wanted to make their own laws.

JAMESTOWN

Three ships left England in December of 1606. There were more than one hundred passengers on the ships. Most were upper class Englishmen. There were no women at all.



They came to the coast of Virginia in April of 1607. They wanted to find a good place to anchor the ship. They looked for a place that would be safe for them to live.

On May 14, 1607, they landed on Jamestown Island. The water was deep so they could get close to shore. They were sure the ship would be safe in the trees.

There were problems in Jamestown from the start. One group of Native Americans attacked the settlers shortly after they landed. There was disease. There was not enough food. Many settlers starved to death. There were more Native American attacks.

John Rolfe finally brought a few years of peace to Jamestown. He came to grow tobacco. He married Pocahontas, the daughter of a Native American Chief. The peace with the Native Americans did not last forever, but it was a start.

1. According to the passage, what was the first problem the settlers faced in Jamestown?
 - a. bad weather
 - b. starvation
 - c. disease
 - d. Native American attacks
2. About long did it take to get to Jamestown Island?
 - a. 5 months
 - b. 11 months
 - c. 10 months
 - d. 3 months
3. A synonym for the word disease would be . . .
 - a. Christmas.
 - b. birthday.
 - c. sickness.
 - d. health.
4. What did John Rolfe grow when he came to Jamestown?
 - a. corn
 - b. tobacco
 - c. cigarettes
 - d. wheat

COLONIAL WILLIAMSBURG

The town of Jamestown collapsed. It was swampy. It had insects. The settlers were starving. Many Native American tribes had attacked.



Settlers wanted to move to a better place. They looked for higher ground. They wanted to be closer to the

James and York Rivers. They like the idea of being safer from attacks.

Middle Plantation was the answer. By 1609, the settlers built a small town. It was safer and on higher ground. It was close to both rivers. Some of the settlers planned out the town using patterns of squares. As the town grew, people built stores and mills. There were churches and homes, and even taverns.

The people wanted to give the town a new name. They wanted it to be in honor of William II, the King of England. They named it Williamsburg.

By the time of the Revolutionary War, the city had 2,000 people. There were tailors, carpenters, and bakers. There were gunsmiths and store clerks. The small town had turned into a bustling city.

1. What was one of the reasons that settlers wanted to move away from Jamestown?

- a. They wanted to be closer to England.
- b. They wanted to be closer to New York.
- c. They wanted to be closer to the York River.
- d. They wanted to be closer to the Native Americans.

2. If you lived in Williamsburg, you might have a job as . . .

- a. an airline pilot.
- b. a tailor.
- c. a TV repair person.
- d. a taxi driver.

3. Which is **NOT** something you would find in Williamsburg?

- a. a gunsmith
- b. a bakery
- c. a fast food restaurant
- d. churches

4. Why did the settlers change the name from Middle Plantation to Williamsburg?

- a. They liked how it sounded.
- b. They named it after the king of England.
- c. They were bored of the old name.
- d. They did it to make people jealous.

COMMUNITIES LONG AGO

Long ago it was hard to get news from place to place. Traveling took a lot of time. Most people had to walk. Some rode horses or buggies; others traveled in boats. People called town criers walked through town yelling the news. Few towns had newspapers.



In 1807, Robert Fulton invented the steamboat. It was a boat that moved up and down the river using steam. It was the first boat to move without paddles.

In 1844, the telegraph machine was invented by Samuel Morse. This new tool brought people together. It could send messages over electric wires. The machine used a special code to send messages. Cities and towns far apart could share the news in minutes.

In 1860, the Pony Express took mail across the United States. Riders were paid to carry mail in leather bags. New riders took the bags every 80 to 100 miles. They got fresh horses every 10 to 15 miles so they could keep the horses from getting too tired.

In 1908, the first plane was invented. Wilber and Orville Wright flew the first plane.

1. Robert Fulton's new boat was powered by . . .
 - a. steam.
 - b. gasoline.
 - c. horses.
 - d. manpower.
2. Which word or words best describe Samuel Morse, Orville and Wilber Wright, and Robert Fulton?
 - a. police officers
 - b. criminals
 - c. inventors
 - d. riders
3. Which words in the passage mean the same as the word exhausted?
 - a. place to place
 - b. wait a long time
 - c. full of energy
 - d. too tired
4. If you wanted to send a message in the year 1846, what was the fastest way to send it?
 - a. Pony Express
 - b. telegraph
 - c. US Postal Service
 - d. UPS

COMMUNITIES TODAY

Life in the present day has changed from years ago. Today everything is instant. Cars are fast. Food is fast. Technology is fast.

Traveling is also different today from years ago. Cars, buses, trucks, or vans move us quickly where we want to go. People travel by subways. Subways are trains that run mostly under the ground. Other people travel in planes. They can move us from one part of the world to another in only one day. Astronauts travel to the moon in space shuttles. Shuttles travel faster than planes or cars.



Communication has become very fast as well. People can use cell phones and computers to deliver messages instantly. Televisions and radios broadcast the news that is happening right now. We no longer have to wait months to receive information from other parts of the world.

1. What would be one word or group of words that describes communities today?

- a. backwards, quick
- b. old fashioned, slow
- c. advanced, fast
- d. out of date

2. Which would be a **synonym** for instant?

- a. quick
- b. slow
- c. immediate
- d. fast

3. Which sentence below makes the most sense?

- a. Communication today is much slower than in years past.
- b. Communication today is much faster than in years past.
- c. Today's communities are no different from communities years ago.
- d. Today's communities are very similar to communities years ago.

4. Which statement is **NOT** mentioned in the passage above?

- a. Transportation can be in a car, van, plane, or train.
- b. Space shuttles travel faster than cars or planes.
- c. Wagons are the most common form of transportation in 2006.
- d. Communication can take place on a computer or on a cell phone.

Pre-intermediate

WALT DISNEY

Where is “the happiest place on earth”? Some say it is Disneyland! Do you know the person who created this amazing theme park? He was a man named Walt Disney. Walt Disney was a pioneer in motion pictures. He also created Mickey Mouse and the Disney World theme parks. Walt Disney received hundreds of awards from all over the world.

Walt Disney was born in Chicago, Illinois. He was raised on a farm in Missouri with four other siblings. Walt’s parents, Flora and Elias Disney, encouraged his creativity and sketches and drawings. Walt sold his first sketches at the age of seven.



After serving some time in the Red Cross, Walt got a job as an advertising cartoonist. This was where he marketed and created his first animated cartoon. In 1925, Walt married Lillian Bounds. They had two daughters. Another important member of the family was brought to life in 1928. That was Mickey Mouse.

Walt perfected the combination of animation and sound. Snow White and the Seven Dwarfs was created in 1937. Since then, the Disney name has gone on to produce hundreds of animated movies.

1. What are the author’s feelings about Walt Disney?
 - a. indifferent
 - b. disapproves
 - c. unsure
 - d. admires
2. Which sentence shows how the author feels about Walt Disney?
 - a. Walt married Lillian Bounds.
 - b. Disney was born in Chicago.
 - c. Walt Disney perfected the combination of animation and sound.
 - d. Walt got a job as an advertising cartoonist.
3. Which sentence is not an example of the encouragement Disney received through the years?
 - a. He got a job at an advertising agency.
 - b. He invented Mickey Mouse.
 - c. His parents encouraged his creativity.
 - d. He received awards from all over the world.
4. What is the meaning of word pioneer in this passage?
 - a. trailblazer of new ideas
 - b. worker
 - c. traveled across the plains
 - d. nomads

HELEN KELLER

Can you imagine what it would be like not to be able to see or hear? When Helen Keller was 19 months old, she became very ill. Doctors expected her to die, but she survived. Helen's mother soon noticed that Helen was not responding when the dinner bell rang or when she waved her hand in front of Helen's face. It then became apparent that Helen's illness had left her blind and deaf. She was born on June 27, 1880 in Alabama, where she lived with her family. She was frustrated and confused. She didn't know what was going on in her world. Her parents knew that they needed help. They hired a tutor for Helen. Her name was Anne Sullivan.



Success didn't happen right away. But one day at the *water pump*, a breakthrough happened. Anne spelled the word *water* in Helen's hand. Helen began to catch on. Suddenly, her brain was on fire. She reached down to touch the ground, and Anne spelled the word *earth* in her hand. She continued pointing and learning. She learned to spell 30 words on that day.

By the age of 10, Helen had learned to speak by feeling her teacher's mouth when she talked. Some people couldn't understand Helen, but she kept trying. She learned to read French, German, Greek, and Latin in Braille. Braille is a way for people who can't see to read. Raised dots are used to represent letters and words. Soon Helen could read, write, and speak.

Helen Keller went on to give speeches all over the world. Most of the money she earned was given to the American Foundation for the Blind. She met 12 U.S. presidents, wrote a dozen books, and went to college. Helen Keller lived to be 87. She continues to inspire many people worldwide.

Story Questions

1. Why was Helen Keller so successful in life?
 - a. People felt sorry for her and took pity on her.
 - b. She eventually got her vision and hearing back.
 - c. She learned to overcome obstacles and work hard.
 - d. She was able to meet 12 U.S. presidents and speak worldwide.
2. What can you learn about Anne Sullivan from reading this passage?
 - a. She traveled the world to give speeches.
 - b. She was diligent in her efforts with Helen Keller.
 - c. She was blind herself.
 - d. She was placed in an orphanage.
3. According to the passage, which of the following statements is true?
 - a. Helen Keller was unable to overcome great obstacles to do great things.
 - b. Helen Keller didn't have to work hard to succeed.
 - c. Helen's parents made the right choice in hiring Anne Sullivan.
 - d. Blind people can be taught how to read Braille, but not deaf people.

BABE RUTH

On February 16, 1895, a star was born. A baseball star, that is—George Herman Ruth, Jr. He would go on to be one of the greatest baseball players of all time. At the age of seven, George’s father took him to St. Mary’s School. It was a reform school and an orphanage. George seldom saw his family after that. He was in trouble a lot at school. Brother Matthias took George under his wing and became a great supporter of young George.

George showed a natural talent for baseball early on. He was a great catcher and pitcher. Jack Dunn gave George his first baseball contract, which was to play with the Baltimore Orioles. The players called him “Jack’s newest babe,” and the name stuck. From then on he was known as *Babe Ruth*.

Babe Ruth stayed with the Orioles for only five months. At the age of 19, he was playing in the major leagues for the Boston Red Sox. Babe set many records. One of them still stands: He still holds the record for pitching 13 innings without a score. This game went on to be the longest complete game of the World Series. Babe went on to play for the New York Yankees. He set even more records. In 1920, his first season with the Yankees, he set a record of hitting 54 home runs. His greatest homerun was probably when he pointed to the outfield wall in Wrigley Field and hit what is believed to be the longest home run hit there—right where he had pointed. Babe Ruth deserves to have his name remembered in baseball for many years to come.



1. What does the phrase “take him under his wing” mean?
 - a. hook him up with a pair of wings
 - b. show him some tricks of the trade
 - c. nurture and be a mentor for Babe
 - d. teach him techniques that will help on the baseball field
2. What is a word that could be used to describe Babe Ruth?
 - a. studious
 - b. talented
 - c. rugged
 - d. honest
3. George’s childhood could be described as . . .
 - a. loving and caring.
 - b. supportive yet strict.
 - c. typical and normal.
 - d. unhappy and unsettled.

HENRY FORD

Born the first child to William and Mary Ford in 1863, Henry grew up on a farm in Michigan. He went to school in a one-room schoolhouse and helped do chores on the farm. At a young age, he was very interested in how things worked.



He left home at the age of 16 to work with a machinist. He did odd jobs after that until he married Clara Bryant. At that point, he ran a sawmill. Finally, in 1891, he became an engineer at the Edison Illuminating Company in Detroit. He worked up through the ranks, which allowed him free time to work with engines. He created his own quadricycle, which was a bike on four wheels.

Ford went on to accomplish his dream of owning his own company and making his own car. In 1908, he introduced the Model T, but cars were still too expensive for most people. Ford invented the moving assembly line, which allowed him to make cars that were inexpensive, reliable, and efficient. Ford is credited with making the United States a nation of cars. His company is still around today. It is the Ford Motor Company.

1. What interests did Henry Ford have?
 - a. learning how an airplane worked
 - b. running a sawmill
 - c. learning how things work
 - d. building a car with good gas mileage
2. Ford probably became a machinist's apprentice so he could . . .
 - a. be trained in how to work machines.
 - b. teach how to work machinery.
 - c. be taught how to build cars.
 - d. learn about the history of automobiles.
3. What is the meaning of the word credited in the last paragraph?
 - a. added to
 - b. known for
 - c. increasing debt
4. What is the main idea of paragraph three?
 - a. Ford's invention of the quadricycle led to the car.
 - b. Ford was trained by a machinist.
 - c. Ford's cars were too expensive for people.
 - d. Ford's ideas and creativity made cars popular.

LAURA INGALLS WILDER

The *Little House* books tell the story of Laura Ingalls Wilder and her family. Laura traveled with her parents and her sister, Mary, in a covered wagon across many states, including across the Indian Territory. They traveled around a lot. They set up a home each time they moved. Each place had different problems to face, but they worked together as a family.



Laura was born many years ago, in 1867. That was before there was electricity, cars, or television. Her family fought off grasshoppers, storms, dust, food shortages, and more. Laura's older sister, Mary, suffered a stroke and lost her eyesight. Laura's baby brother, Freddy, got sick and died. Another sister, Grace, was soon born into the family. It was a time of sacrifice for everyone. But the family stuck together. They learned to enjoy life, have fun, and make the best of it.

Laura went on to school and studied hard. She became the top student of the class and became a teacher. Laura went on to marry Almanzo Wilder. It was their daughter, Rose, who encouraged Laura to write her stories. These stories were published in a book that was instantly loved worldwide.

1. What type of stories are the Little House books?
 - a. historical fiction
 - b. mystery
 - c. science fiction
 - d. fantasy
2. What conclusions can be drawn about the Ingalls family?
 - a. They were religious and dedicated to missionary work.
 - b. They were wealthy and lived a life of luxury.
 - c. They were hard working and persevering.
 - d. They were lazy and undetermined.
3. Which statement best explains why Laura's books were so well received?
 - a. They were filled with adventure and real-life experiences.
 - b. People had the same experiences that Laura had.
 - c. These books were written in first person.
 - d. The content in the books is factual information.
4. What is the meaning of the phrase "stuck together" in the passage?
 - a. They were connected and couldn't get apart.
 - b. They were willing to sacrifice and get sick together.
 - c. They didn't like their neighbors much, so they spent time together as a family.
 - d. They didn't give up or turn away when times were tough.

CLAUDE MONET

Claude Monet was a famous painter. You have probably seen some of his paintings. Monet was born in 1840 in Paris, France. His mother died in 1857. Life was not easy for him, but he had talent. His talent helped him throughout his life. His art began in drawing little cartoon pictures. A man by the name of Boudin noticed Monet's talent and gave him his first painting lesson. He was the one who encouraged Monet to paint outdoors. His family was not very happy about his job as a painter.



Monet had to go to Northern Africa, but when he got back, he went to Paris to get some more painting lessons. Monet's paintings are famous for their impression of light. Most of his paintings were painted outdoors. In this time, most painting was done inside in a studio. Painting outdoors was a new idea with painting. The type of painting that he was doing is called Impressionism. More and more people began to like this style of painting.

Monet had bad eyesight and other health problems. This made it difficult to paint. But he painted until the day he died. One of his most famous paintings is of water lilies. Monet died of lung cancer at the age of 83.

1. How did drawing outdoors change the way painting was done?
 - a. The paint dried out more easily, and so it was expensive.
 - b. Painting outdoors allowed painters to use natural light in their artwork.
 - c. Painting was done using darker colors.
2. Why were paintings done outdoors unusual?
 - a. They captured the light done indoors.
 - b. They portrayed the countryside.
 - c. Most paintings during this time were
 - d. You were paid more for paintings done outside.
3. After reading the passage, what can you infer about why Monet's parents were disappointed with his decision to paint?
 - a. They wanted him to keep drawing cartoon pictures.
 - b. They didn't think it was the
 - c. They didn't think it would be good for his health
 - d. They didn't think highly of his teacher Boudin right job for him
4. Which statement does not explain what made Monet such a good artist?
 - a. Monet loved to paint outdoors and use light in his paintings.
 - b. Monet was trained by Boudin and encouraged to paint outdoors.
 - c. Monet had little support from his parents.
 - d. Monet painted to the last day of his life.

DR. SEUSS

On March 2, 1904, Theodore Seuss Gisel was born. Does that name sound familiar? Later in life he was known as Dr. Seuss, even though he was not a doctor. Many people felt that his books were like medicine. Dr. Seuss was a famous children's book author who wrote many books. These beloved books have been read by millions of children. You've probably read many of his books, as well.



Do you remember reading a story about green eggs and ham? How about a book about Horton who hatched an egg? These books capture the rhyming sounds of words and letters. Often, Dr. Seuss would make up words to go in his books. His books are also filled with creative and interesting creatures. Many of these creatures have been made up, but they seem real!

In the 1950s, there was a concern that children were not reading books because they found books boring. A publisher sent Dr. Seuss a list of important words for young readers. He wanted him to write a book that was fun and entertaining using these words. That was how *The Cat in the Hat* was born. Dr. Seuss went on to write many books that were both fun to read and entertaining. He was a creative author who made an impact on millions of readers.

1. Another title for this reading passage would be . . .
 - a. "Green Eggs and Ham."
 - b. "Literacy for the Young."
 - c. "Dr. Seuss: The Amazing Author."
 - d. "Dr. Seuss and His Patients."
2. Some similarities that are found in all of Dr. Seuss's books include . . .
 - a. rhyming and rhythm.
 - b. words using all letters of the alphabet.
 - c. free verse poetry.
 - d. nonfiction facts and details about animals.
3. In the last paragraph, what does the word impact mean?
 - a. targeted
 - b. hit
 - c. insight
 - d. influence
4. Based on the information in the passage, how did Dr. Seuss get his name?
 - a. Many felt his books were like medicine.
 - b. He was creative and young.
 - c. He went to medical school for a few years.
 - d. He had a Ph.D. and was called Dr. Seuss.

JOHN GLENN

John Glenn was born in 1921 and grew up in Cambridge, Ohio. He married his childhood sweetheart, Anna Castor. They had two children, David and Carolyn. He went to college in Ohio and then entered the Marine Corps. He flew planes in World War II. He also flew for the Air Force after the war and received several medals for his service.



In 1959, John Glenn joined NASA (National Aeronautics and Space Administration). NASA is where astronauts are trained to go up into space. He was one of the first Mercury astronauts. He piloted the first manned spacecraft that orbited Earth. After completing three trips around Earth, he became a national hero.

John also ran for senate in his home state of Ohio and won. He had tried to win a seat in office a few times before. He finally became a senator in 1974. He also won re-election in 1980 and again in 1986.

But John's time in space was not done yet. After many years away, in 1998 he went on a second space mission. He was 77 years old. He wanted to help do experiments. These experiments could help scientists learn what happens to older people in space.

1. Why do you think John was able to go into space again at age 77?
 - a. He was going to die anyway.
 - b. He had already had experience being in space.
 - c. He was in good health.
 - d. He had won the race as senator.
2. What is the main idea of the third paragraph?
 - a. It introduces the main idea of the passage.
 - b. It discusses John Glenn's experience as an astronaut.
 - c. It discusses John Glenn's experience as a politician.
 - d. It explains the experiments done in space.
3. A good way to answer question #2 above is to . . .
 - a. reread the entire passage.
 - b. reread the first paragraph.
 - c. look for the words astronaut and John Glenn.
 - d. reread the third paragraph and determine the main idea.

ABIGAIL ADAMS

Have you ever heard of President Adams? You've probably heard of him twice. There were actually two presidents with the same last name. That's because they were father and son. The wife and mother of these two presidents was Abigail Adams. This was the first time anything like this happened. Abigail is one of the most admired first ladies.



Abigail was born in Weymouth, Massachusetts. She never went to school, but she was very smart. She raised four children. She also ran the farm, and was widely known for her fight for American independence. She was asked her opinion many times on events taking place during Colonial times.

Abigail's husband, John Adams, was elected president of the United States in 1796. He was the second president. He and his wife were the first to live in the White House. John was not reelected, and so he and his wife returned to the farm. Abigail lived a great life, but she would not live long enough to see her son, John Quincy Adams, elected the sixth president of the United States.

1. How does the author feel about Abigail Adams?
 - a. She was a typical first lady.
 - b. She was an intelligent and admired first lady.
 - c. She died before she saw her son become president.
 - d. She ran a farm and fought for American independence.
2. Which statement supports the author's opinion of Abigail Adams?
 - a. She was asked her opinion on events taking place during Colonial times.
 - b. Abigail Adams was the wife and mother of a president.
 - c. She never went to school, but she was very smart.
 - d. Abigail was the first wife of the president to live in the White House.
3. The third paragraph informs the reader about . . .
 - a. Abigail's life on the farm.
 - b. Abigail's life in Massachusetts.
 - c. Abigail's work for American independence.
 - d. Abigail's life as wife and later mother of the president of the United States.
4. Where might this information about Abigail most likely be found?
 - a. in a book about the Revolutionary War
 - b. in a pamphlet about the president of the United States
 - c. on a website about the presidents of the United States and their wives
 - d. on a website about bad women of the United States

ELVIS PRESLEY

Do you like rock and roll music? A man named Elvis Presley helped create this type of music. This music also made Elvis a star. Elvis was born in Mississippi, but he was raised in Memphis, Tennessee. He liked to sing growing up but never really did much with it. When he graduated from high school, he got a job driving a truck.



One day in 1953, Elvis went to the Sun Record Company. He wanted to record a song for his mother. The president of the company heard Elvis sing, and he was impressed. He offered a recording contract to Elvis. Fans across the country loved his singing as well. His songs were heard all over.

Another company named RCA signed a recording contract with Elvis. This company released five of his songs at once. He sold millions of records. By 1959, he had sold 21 million records. He was also in movies and went on tours to perform his songs. He was the world's most famous entertainer of his time.

1. Where do you find out which company Elvis signed a deal with first?
 - a. first paragraph
 - b. second paragraph
 - c. third paragraph
2. The author probably wrote this passage to . . .
 - a. warn listeners of Elvis' background.
 - b. inform the reader about Elvis' weaknesses.
 - c. inform the reader of Elvis' history.
 - d. inform the reader of Elvis' love for singing.
3. How many records does the passage say Elvis had sold by 1959?
 - a. 25 million
 - b. 21 thousand
 - c. 20 million
 - d. 21 million
4. Which of the following statements is not a fact about Elvis Presley?
 - a. Elvis enjoyed singing.
 - b. Elvis grew up in Memphis, TN.
 - c. Elvis grew up singing and recording records.
 - d. Elvis was discovered when he tried to record a song for his mother.

ELEANOR ROOSEVELT

A person who is often mentioned as someone who helped the poor and those in need is Eleanor Roosevelt. It has been said that Eleanor was as kind a woman as she was strong. Born in New York City, Eleanor was sent to England for school. When she came back to the United States, she started doing social work to help the poor. Throughout her life she always found ways to keep helping the poor.



Eleanor married her cousin Franklin D. Roosevelt in 1906. Together, they raised six children. Franklin came down with the illness polio in 1921. By this time, he was active in politics. He felt that because of his illness, he should step down. But Eleanor encouraged him to keep trying. He was elected governor of New York seven years later.

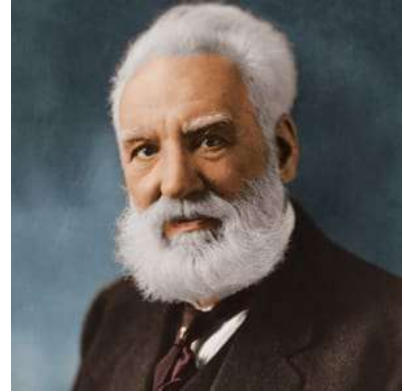
In 1932, Eleanor went across the country with Franklin as he ran for president of the United States. By the time he was elected, the country was in the middle of a depression. Once again, Eleanor worked hard to help the hungry and jobless people. During WWII, Eleanor helped the troops. Later, she was named a delegate to the United Nations. She spent the rest of her life aiding and helping those in need.

1. Where do you find out about Eleanor's work during World War II?
 - a. end of the first paragraph
 - b. in the second paragraph
 - c. end of the third paragraph
 - d. beginning of the third paragraph
2. The author probably wrote this passage to . . .
 - a. inform the reader of President Roosevelt's time as president.
 - b. inform the reader about Eleanor's time as first lady.
 - c. portray Eleanor's support of Franklin D. Roosevelt.
 - d. portray Eleanor's commitment to helping and serving others throughout her life.
3. What does the phrase "active in politics" mean?
 - a. taking part in government
 - b. finishing a term in politics
 - c. president of a political party
 - d. loves to discuss politics
4. Which of the following statements is not a fact about Eleanor Roosevelt?
 - a. Eleanor was supportive of her husband's service to the country.
 - b. Eleanor's background was similar to the disadvantaged people she helped.
 - c. Eleanor was caring for the jobless and poor throughout her life.

ALEXANDER GRAHAM BELL

Did you answer the phone today? You have Alexander Bell to thank for that. Bell was the son of a speech teacher. He had helped his father through the years and learned many things. He was taught how people learned to speak and hear. He used this knowledge to help deaf people learn to speak.

Bell was born in Scotland in 1847. The Bell family eventually moved to Canada. Bell moved on to Boston, where he continued his work with deaf people. He was trying to invent a machine that would help deaf people speak. His first success was when he sent a musical note over an electrical wire.



Bell kept working and experimenting. He invented a machine that was able to send and receive human speech. One day he spilled acid on his clothes. He decided to use his machine to send a “help” message to his friend. His friend got the message through the machine! The telephone had been invented. Some people thought that others had invented the telephone. The Supreme Court finally ruled in Bell’s favor. Bell eventually got a patent for his invention.

1. Alexander Graham Bell would probably be most interested in which of the following inventions?

- a. microwave
- b. cell phone
- c. Braille
- d. car

2. According to the passage, how did Bell finally receive the patent for his invention?

- a. He waited the official 10 years for it to happen.
- b. He went to the patent office to get the official rights.
- c. The Supreme Court ruled in Bell’s favor.
- d. He spilled acid on his clothes and called his friend for help.

3. What is the main idea of the passage?

a. Through hard work and dedication, Bell was able to accomplish great things.

- b. how the telephone was invented
- c. how Bell’s background proved helpful
- d. how Bell won the patent for the telephone

4. What was the original purpose of the machine Bell invented?

- a. He was trying to invent the microphone.
- b. He was trying to invent the telephone.
- c. He was trying to invent a machine that would help deaf people speak.

JOHN F. KENNEDY

John F. Kennedy was the 35th president of the United States. He was a very young president. Many people liked his leadership style. John was born into a very wealthy family. He was one of nine children. He went to private schools as a child and went on to Harvard University. World War II broke out and John was enlisted in the Navy. While at war, John was a war hero. He saved the lives of many men when their ship was hit.



After the war, he ran for senator of Massachusetts. He won by a huge margin. He served two terms. In 1960, he ran for president of the country. He debated against Richard Nixon. These were the first debates on television. John was elected president by a narrow margin. He was the youngest person ever to be elected president. He and his wife, Jackie, had young children in the White House.

As president, John worked hard to solve tough problems. He created the Peace Corps, as well as other programs. But not everyone approved. Kennedy was shot and killed in Dallas, Texas in November 1963. Police arrested Lee Harvey Oswald for the assassination of President Kennedy.

1. Based on the passage, what were some of John's interests?
 - a. playing polo
 - b. fighting in the military
 - c. helping and serving others
 - d. opening up talks with the Cuban leadership
2. What can you conclude about John Kennedy?
 - a. He was loved and adored by everyone.
 - b. He was able to accomplish many things in a short time period.
 - c. He was learning to speak another language.
 - d. He was the best president of the United States.
3. Which of the following items would not be on President Kennedy's resume?
 - a. fought in World War II
 - b. elected president of the United States
 - c. served as a senator for Massachusetts
 - d. arrested Lee Harvey Oswald
4. What is the main idea of the third paragraph?
 - a. Lee Harvey Oswald was not mentally stable.
 - b. President Kennedy was loved by some and despised by others.
 - c. President Kennedy was the youngest person ever to be elected president.

CHARLES LINDBERGH

The first person to fly alone across the Atlantic Ocean was Charles Lindbergh. Lindbergh loved to fly. He started flying at the age of 20. The following year, he bought his own plane. In the beginning, Lindbergh was a stunt pilot. He was paid to do tricks with his plane.



Then, Lindbergh began working as an airmail pilot. He delivered mail by airplane. He would fly back and forth between St. Louis and Chicago. Lindbergh was gaining experience flying long distances.

In 1926, Lindbergh began thinking about flying his plane nonstop from New York to Paris. This had never been done before. There was a prize of \$25,000 for the first person who could do it. Lindbergh got a group of businessmen from St. Louis to help him. The first thing he did was buy a new plane. He named it the “Spirit of St. Louis.” He set a speed record flying from San Diego to New York.

On May 20, 1927, Lindbergh accomplished the goal of crossing the Atlantic Ocean. It took him 33 hours. He was an instant hero and was given the Congressional Medal of Honor.

1. Which statement best explains the success of Charles Lindbergh?
 - a. Lindbergh grew up in a wealthy family.
 - b. Lindbergh learned to fly planes at an early age.
 - c. Lindbergh had the talent, support, and courage to fly across the ocean alone.
 - d. Lindbergh was motivated to earn a lot of prize money.
2. Which paragraph mentions the medal that Lindbergh was awarded?
 - a. first paragraph
 - b. second paragraph
 - c. third paragraph
 - d. fourth paragraph
3. Which statement explains the reason behind the name “Spirit of St. Louis”?
 - a. Lindbergh was given financial support from men in St. Louis.
 - b. Lindbergh was originally from St. Louis.
 - c. St. Louis was the name of his wife.
 - d. St. Louis was the place where the contest was held.
4. What is the author’s opinion of Charles Lindbergh?
 - a. unbiased and disinterested
 - b. impressed and appreciative
 - c. apathetic and interested

OPRAH WINFREY

People throughout the world know Oprah Winfrey's name. But this was not always the case. Oprah was born in 1954 to Vernita Lee and Vernon Winfrey. She was poor and had an unstable family. She went to live with her grandmother. By her grandmother, she was taught to read at a very young age. She also began reciting poems and other pieces in front of her church congregation. Oprah's grandmother called her "gifted." Oprah didn't know exactly what that meant, but she thought it must mean she was special.



At the age of 19, Oprah got a job as a reporter for a radio station in Nashville. During this time, Oprah won beauty pageants and entered college at Tennessee State University. In 1976, Oprah hosted a television show in Baltimore. It was a success. Oprah stayed with the show for eight years. She left to start her own show in Chicago. In 1986, Oprah began the show entitled, "The Oprah Winfrey Show." It was a huge success and ran for 25 years.

But Oprah has not just been a television personality; she has been an advocate for those in need. She gives out millions of dollars and has set up a network to raise money for the less fortunate. She has also pushed the importance of literacy and set up a book club to encourage reading. She continues to have huge success across the world.

1. What is the purpose of the passage?
 - a. to inform the reader about the history of television
 - b. to instruct the reader on how to be successful on television
 - c. to paint a brief picture of the life of Oprah Winfrey
 - d. to share Oprah Winfrey's interest in television
2. What is the meaning of the word *gifted* as used in the passage?
 - a. talented and exceptional
 - b. special and special needs
 - c. bestowed with a gift to help others
 - d. endowed with a lot of money
3. What is the main message in this passage about Oprah Winfrey?
 - a. Know what you want to be early in life.
 - b. Plan big for great things might happen.
 - c. Don't give up even when things are hard.
 - d. Work as hard as you can at an early age to earn a large amount of money.
4. Oprah Winfrey is known for . . .
 - a. her hard work in wealthy areas.
 - b. her interest in literacy and helping others.
 - c. setting up the Peace Corps.

JESSE OWENS

One of the best track and field athletes of all time was Jesse Owens. Jesse's talent and abilities still inspire many people. Jesse set his first record in junior high school. By high school, he was known across the nation. He decided to attend college in Ohio. While competing in college track-and-field meets, Jesse broke three world records and tied a fourth. He was on fire! It took 25 years before anyone broke the running broad-jump record he set at that time.



A year later, Jesse was able to compete in the Olympic Games held in Berlin. The year was 1936, and during that time Adof Hitler was building up the Nazi Party in Germany. That year, Hitler said that no black person could possibly beat his "Master Race" athletes. Hitler couldn't have been more wrong. Jesse set records at this Olympics while at the same time beating Hitler's athletes.

In that Olympics, Jesse tied the record in the 100-meter sprint. He ran on the 400-meter relay team and set a record. He also set new Olympic and world records for the 200-meter sprint and the running broad-jump. He was incredible! Hitler was very upset. He did not even stay in the stadium. He left so that he wouldn't have to see Jesse being awarded any of the gold medals he had won.

1. What is the author's purpose of writing about Jesse Owens?
 - a. to share the facts about Jesse Owens
 - b. to share the inspiring story of Jesse Owens
 - c. to point out Hitler's rude behavior at the Olympics
 - d. to list all the medals Jesse won
2. Which sentence from the passage shares how the author feels about Jesse Owens?
 - a. Jesse tied the record in the 100-meter sprint.
 - b. He also set new Olympic and world records for the 200-meter sprint and running broad jump.
 - c. He was incredible!
 - d. By high school, he was known across the nation.
3. Which of the following statements did not happen in Jesse's lifetime?
 - a. Jesse learned to run fast at a very young age.
 - b. Jesse was born with natural talent and skill.
 - c. Jesse was finally accepted by Hitler as the winner.
 - d. Jesse broke many Olympic and world records.
4. Which would be the best title for this passage?
 - a. "Hitler vs. Owens"
 - b. "The 1936 Olympics"
 - c. "Greatest Runner of All Time"
 - d. "The Inspiring Life of Jesse Owens"

BOSTON TEA PARTY

In the year 1773, there was a lot of tension between the American colonies and Britain. Britain was trying to control the colonies, but the people of the colonies were trying to fight British control. The British passed a tea act, which they felt would force the people of the colonies to buy their tea.



The British sold the tea at a very cheap price. This way, they could also tax them for the tea. The British sent ships with tea to America.

As three ships filled with tea came into Boston Harbor, the colonists demanded that the leader of the colony make the ships leave. But the leader of the colony refused to do this. The people who lived there decided to take care of the boats themselves. In the middle of the night, a group of men dressed as Indians went aboard the ships. They threw all 342 chests of tea overboard into the water. People gathered along the shore. They cheered the men on. This famous event became known as the Boston Tea Party.

The King of England was upset. He did not like what the people in Boston had done. He helped pass a law to punish the men who dumped the tea into the water. This law only made the feelings between the two groups more tense. The British kept trying to control the colonies, and the colonies kept refusing. This was one of the significant events that led up to the Revolutionary War.

1. Which statement best explains the reason for the Boston Tea Party?
 - a. The colonists were celebrating their taxes.
 - b. The colonists were starting a new tradition.
 - c. The colonists were exercising and demonstrating their independence from England.
 - d. The colonists were upset with the leader of the colony.
2. Where in the passage does it explain the response of the King of England?
 - a. first paragraph
 - b. end of the second paragraph
 - c. second paragraph
 - d. beginning of the third paragraph
3. Which statement explains the reason behind the name *Boston Tea Party*?
 - a. The refreshment at the party was tea.
 - b. The tea party took place in Boston.
 - c. The name is a way to show defiance to England.
 - d. All the colonists were delivered free tea from the King of England.
4. What is the author's opinion of the Boston Tea Party?
 - a. unbiased and disinterested
 - b. impressed and appreciative
 - c. you can't tell from reading the passage
 - d. supportive and encouraging

SEGREGATION

In the 1950s, the South was very segregated. This meant that black and white people were not allowed to do anything together. They weren't encouraged to interact together in any setting. It was a sad and absurd time in the South.



Laws were in place that made blacks attend separate schools and separate churches. They were not allowed to eat at the same restaurants as white people. They were not allowed to sit next to the whites on the bus or the train. If there were not enough seats for whites, black people were required to give up their seats.

In public places, the whites and blacks had separate drinking fountains. African-Americans were not even allowed to vote. This had to stop. But changes came very slowly.

Many people helped bring about these changes. Jackie Robinson showed the world that black people had great talent. Thurgood Marshall fought for equal education rights for children. Rosa Parks refused to give up her seat on a bus. Dr. Martin Luther King, Jr. took the message to Washington, D.C. and gave his famous speech. These and many more people helped bring about the much-needed changes.

1. How does the author feel about segregation?
 - a. disgusted
 - b. amused
 - c. understanding
 - d. anxious
2. Which statement shows the author's opinion of segregation?
 - a. Rosa Parks refused to give up her seat on a bus.
 - b. Dr. Martin Luther King, Jr. took the message to Washington, D.C.
 - c. It was a sad time in the South.
 - d. But changes came very slowly.
3. The second and third paragraphs inform the reader about . . .
 - a. the discrimination against people living in the South.
 - b. the differences between the rich and the poor.
 - c. the discrimination between the immigrants and the slaves.
 - d. the discrimination against the blacks in the South.
4. Where would this information about segregation most likely be found?
 - a. in a book about the Revolutionary War
 - b. in a pamphlet about the president of the United States
 - c. on a website about the Civil War
 - d. on a website about civil rights

PEARL HARBOR

World War II was a time of great sorrow for countries around the world. Many countries in Europe were fighting against one another. The United States had managed to stay out of the war, but that soon changed.



On December 7, 1941, warplanes from Japan made a

surprise attack on a naval base near Pearl Harbor, Hawaii. The results were deadly. More than 2,400 Americans were killed. Many warships were destroyed. It was a terrible day for the United States.

Japan attacked the United States because it had stopped selling needed goods to Japan. Japan was angry about this and decided to attack the United States.

The day after the attack, the United States declared war on Japan. Three days later, Germany and Italy declared war on the United States because they were friends with Japan. The United States became part of the war alongside Britain and the Soviet Union. Many more people were killed in World War II. It was one of the deadliest wars of all time.

1. A different title for this reading passage could be . . .
 - a. “Beginnings of World War II.”
 - b. “Adolf Hitler’s Power.”
 - c. “Pearl Harbor Attacked.”
 - d. “V-Day and Pearl Harbor.”
2. A similarity between the attacks on Pearl Harbor and the terrorist attacks in New York City on September 11, 2001 is . . .
 - a. the fact that they were both surprise attacks.
 - b. that they were both attacks from Asian countries.
 - c. that they both took place in December.
 - d. that they took place when the United States was at war.
3. In the last paragraph, what does the word *deadliest* mean?
 - a. most people targeted
 - b. most people killed
 - c. most people shot
 - d. most people involved
4. Based on the information in the passage, why was Pearl Harbor attacked?
 - a. Japan was trying to get the U.S. involved in World War II.
 - b. The U.S. had bombed Japan.
 - c. Adolf Hitler asked Japan to do it.
 - d. Japan was upset with some decisions the U.S. made about selling goods to their country.

MAN ON THE MOON

The space race was on to see which country would be the first to put a man on the moon. The U.S.S.R. had put the first satellite into space. It was called *Sputnik*. The United States was working hard to get a man on the moon. It was a tough goal. This had never been done before. After years and years of hard work, it finally happened.



Neil Armstrong was the first man ever to step on the moon. His famous words were, “That’s one small step for man, one giant leap for mankind.” The date was July 20, 1969. Pictures and stories of this famous and historic event were found in newspapers around the world. There were pictures of the astronauts’ footprints on the moon. Millions of people watched the event on television.

Buzz Aldrin was also with Armstrong on the voyage to the moon. Each of them spent hours on the moon doing tests and taking samples. The surface of the moon was fine and powdery. There is little gravity on the moon, so the two men were able to walk and hop freely on the surface. They also posted the American flag on the moon. There is no wind on the moon, so their footprints might still be there!

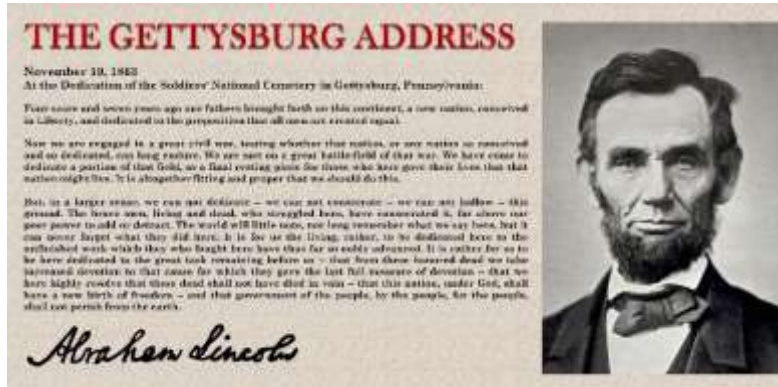
1. What type of accomplishment was putting a man on the moon?
 - a. general accomplishment
 - b. sad accomplishment
 - c. difficult accomplishment
 - d. disappointing accomplishment
2. What conclusions can be drawn about the first trip to the moon?
 - a. It was a mission fraught with arguments and disagreements.
 - b. It was a successful mission.
 - c. It was an experience never to be repeated.
 - d. It was an unorganized mission.
3. Which of the following statements about the moon is not supported by information in the passage?
 - a. There is little gravity on the moon.
 - b. There is plenty of water on the moon.
 - c. The surface of the moon is fine and powdery.
 - d. Neil Armstrong was the first man on the moon.
4. What is the meaning of the phrase “one giant leap for mankind” as used in the passage?
 - a. It was a huge accomplishment and learning opportunity for humankind.
 - b. It was an example of their willingness to sacrifice for humankind.
 - c. Humankind would soon be making those same steps.
 - d. There was not a lot learned from the experience.

THE GETTYSBURG ADDRESS

Perhaps the most famous battle of the Civil War was the one in Gettysburg, Pennsylvania. At the end of the battle, over 50,000 soldiers were wounded, missing, or killed. The Union and Confederate armies had each lost thousands of men. Many of the bodies were buried in shallow graves along the battlefield. The Union army wanted to do better than that.

The Union army was able to get land for a cemetery in Gettysburg. This cemetery was dedicated in November of that year. Edward Everett was asked to speak at the dedication. He was a great speaker of that time. President Abraham Lincoln was also asked to speak. He was the president during the Civil War.

On the day of the dedication, Mr. Everett spoke for two hours. When it was President Lincoln's turn, he spoke for two minutes. He didn't think it was a very good speech, but it went on to be considered one of the greatest speeches of all time. It became known as the Gettysburg Address. In his speech, Lincoln talked about the "new birth of freedom." His words inspired many people then, and they continue to inspire many people today.



1. What would be the best title for this reading passage?
 - a. "Mr. Everett's Speech"
 - b. "The Dedication of the Cemetery"
 - c. "Lincoln's Famous Address"
 - d. "Union and Confederate Soldiers"
2. What conclusions can be drawn about the battle of Gettysburg?
 - a. It was one of the deadliest battles of the Civil War.
 - b. It was a pivotal battle at the beginning of the war.
 - c. President Lincoln approved of the battle.
 - d. It was fought in a poor location.
3. Which statement explains why President Lincoln's speech was so well received?
 - a. It inspired people to keep fighting.
 - b. It inspired people to go home and think.
 - c. It was used to encourage the wounded and dying soldiers.
 - d. It inspired people to think about their freedoms and reasons for fighting.
4. What is the meaning of the phrase "new birth of freedom" in the passage?
 - a. It is the idea that we are connected and shouldn't pull apart.
 - b. It is a willingness to sacrifice and stick together.
 - c. It is the idea that there was a new idea of freedom coming to light.
 - d. It is the idea that you should never give up or turn away when times are tough.

THE STAR-SPANGLED BANNER

Did you know that “The Star-Spangled Banner” is our national anthem? This song has inspired millions of Americans and continues to inspire them today. But how did this song come about? The song was written by Francis Scott Key. A battle between the colonists and the British was raging at Fort McHenry. Key quickly wrote out a poem. He was inspired by the flag flying over Ft. McHenry. His poem had five verses. We only sing the first verse in the national anthem.



“The Star-Spangled Banner” did not become the national anthem right away. There was no music to the words. Key scribbled the words to the poem on the back of a letter. He also gave it its title. He brought it back to Baltimore, and it was later published in the newspaper. The words were then bought and published to the tune of the song “To Anacreon in Heaven.”

This song did not gain in popularity for many years. “Yankee Doodle” and other songs were sung more frequently. “The Star-Spangled Banner” became more popular before the Civil War. It was made the national anthem in 1931. Today when this song is sung, people rise to their feet and put their right hands over their hearts. This is to show respect for the country and for the flag.

1. What could be another title for this reading passage?
 - a. “The National Past Time”
 - b. “The National Anthem”
 - c. “The Life of Francis Scott Key”
 - d. “Respect for the National Anthem”
2. Which paragraph explains where the song was first published?
 - a. first
 - b. second
 - c. third
 - d. none of the above
3. Which statement below is not a fact?
 - a. The national anthem is still sung today.
 - b. Francis Scott Key wrote the song first as a poem.
 - c. Francis Scott Key wrote the song “To Anacreon in Heaven.”
 - d. The national anthem was made official in 1931.
4. In this passage, the word *anthem* means . . .
 - a. to show respect.
 - b. original song.
 - c. song created from a poem.
 - d. song of praise.

THE NEW ENGLAND COLONIES

The people of the New England colonies were Puritans. Like the Pilgrims, the Puritans in England were unhappy with the Church of England. They felt that they weren't able to practice their religion freely and live the life they desired. They wanted to travel to America to live this life. The Puritans formed their own stock company. More than a thousand men, women, and children left England to begin their new life in America.



The Puritans built their settlement in Boston, Massachusetts. Unlike many of the other newcomers, the Puritans were very successful. They didn't come with a plan to get rich from the gold they might find. They came prepared to plant crops and build homes. They arrived in America at a good time in the year so that their crops could grow strong. They had plenty of food to last throughout the winter. There were not very many Puritans who died as a result of the winter.

People back in England learned how successful the Puritans were, so more and more people came to set up colonies. For many of these people, life was a struggle in England. They wanted to come to America for a better life. The Puritans set up laws for the colony. They were very religious people. Not all of the newcomers agreed with the Puritan way of life. Some of these people were forced to leave, and they set up new settlements. More and more people continued to travel to America. The colonies continued to grow.

1. What was the purpose of the Puritans settling the New England colonies?
 - a. to stabilize the immigrants traveling to the United States
 - b. to obey the law established by the King of England
 - c. to practice their religion freely
 - d. to aid other Puritans
2. Identify a supporting detail that explains the statement, "They were very religious people."
 - a. The Puritans worshipped in the Church of England.
 - b. The colonies continued to grow.
 - c. More and more people continued to travel to America.
 - d. Not everyone was pleased with the Puritan's way of life.
3. After reading the passage, which question could you answer about the Puritans?
 - a. Who were the Puritans, and what are they known for?
 - b. How many different types of Puritan congregations are there?
 - c. What are the beliefs of a Puritan?
 - d. What is the Puritan religion like today?

ELLIS ISLAND

For millions of immigrants, Ellis Island was a symbol of hope and freedom. Between 1892 and 1954, a very large number of people came to the United States. They came for a new life. There were over 12 million immigrants during this time. The largest wave of people came in the year 1907.

Ellis Island is located just off the New Jersey shore in the New York Harbor. Ellis Island was set aside as the immigration center. The name came from Samuel Ellis who owned the island in the 1770s.



In the beginning, Ellis Island was used as a place to fight the British. As the colonists fought the British, it was used as a defense post before the British arrived in New York Harbor. Later, Ellis Island was used as a staging place for the new immigrants. The ships would come and deliver people there. Doctors would check for illness and disease.

A ship's manifest listed all the names of the people on board. Sometimes the workers could not read the foreign names, and so they wrote down a different last name for those people. Many people had their names changed by clerks on the island.

For some people, Ellis Island was known as the "Island of Tears." Not all people were allowed to enter the United States. If they had a contagious disease or the person seemed to be a concern, they were forced to stay on the island and work. Some were even sent home. Most people made it through the island in just a few hours.

1. Another title for this reading passage could be . . .
 - a. "Island Paradise."
 - b. "Problems of Immigration."
 - c. "Island of Tears."
 - d. "The Immigration Island."
2. Why was Ellis Island also called the "Island of Tears"?
 - a. People were injured at Ellis Island.
 - b. Ellis Island was a cruel place.
 - c. Not everyone was allowed to pass through Ellis Island to the United States.
 - d. Immigrants were unhappy to leave their homelands.
3. The author wrote this passage to . . .
 - a. justify keeping immigrations on Ellis Island.
 - b. inform the reader of how immigrants were not mistreated.
 - c. share general information about Ellis Island.
 - d. raise awareness of mistreatment of immigrants at Ellis Island.

ALASKA BECOMES A STATE

By the 1850s, most of the land between the Atlantic and Pacific Oceans was part of the United States. Much of the land to the north belonged to Canada. Land to the south belonged to Mexico. Land to the north was filled with plenty of fish and animals.

William Seward, who was Secretary of State, wanted the U.S. to buy some of this land to the north. Russia owned this land but was willing to sell it. The United States bought the Alaskan territory from Russia for \$7.2 million.

Not everyone in the United States thought it was a good buy. Many thought it was too cold and that people wouldn't want to live there. The land was called "Seward's Icebox."

It wasn't until 1897, almost 50 years later, before Americans gained interest. That's because gold was found in Alaska. Thousands of people rushed to Alaska to find their treasure. Alaska also ended up providing the United States with minerals and oil. Alaska finally became the 49th state in 1959.

Story Questions

1. What interests did William Seward have in Alaska?

- He wanted America to expand and grow.
- He was offered a good land deal.
- It was filled with fish and animals.
- It would be a place for people to immigrate.

2. What of the following sentences is not a concern that people had about purchasing Alaska?

- Buying Alaska was a waste of money.
- People thought it was too cold.
- People wouldn't want to live there.
- Alaska was filled with oil.

3. What is the meaning of the phrase "Seward's Icebox" in the third paragraph?

- cold and freezing place bought by Seward
- place to store frozen foods
- place where ice is stored
- waste of money

4. What is the main idea of paragraph four?

- Many people thought Alaska was a bad purchase.
- The gold rush in Alaska boosted interest.
- Seward learns of his mistakes.
- Alaska is purchased by the U.S.



WESTWARD, HO!

The size of the country was growing quickly. People were in search of land. Upon arriving in America, many headed west to settle. They were called pioneers. Pioneers were the first people to settle an area. The pioneers came across the mountains looking for good land.

Pioneers came by the thousands. Some traveled down the Ohio River, while others came down the Mississippi River. They traveled on flatboats. The flatboats could go through shallow places in the river without getting stuck. When enough people arrived, that state was given statehood. Kentucky and Indiana became states during this time.

As more and more people moved west, they encountered Indians. The Indians were not happy with the intruders. Tensions grew as the pioneers looked for new land and the Indians worked to keep their land.

1. People wanted to move west to take advantage of the . . .
 - a. specific resources in the area.
 - b. assignments they were given.
 - c. land available to settle.
 - d. opportunity to meet the Native Americans living there.
2. Another title for this reading passage could be . . .
 - a. "Westward Returns Eastward." c. "Confronting the Indians."
 - b. "Problems of Immigration." d. "Moving Westward."
3. What is the main idea of the passage?
 - a. Pioneers traveled westward in search of good land.
 - b. Indians were not happy with the pioneers.
 - c. Pioneers were famous explorers.
 - d. People moving west were looking for gold.
4. The flatboats were ideal because . . .
 - a. they could carry a large load.
 - b. they could maneuver through shallow parts of the river.
 - c. they were more stable on the river.
 - d. they were an inexpensive way to travel.

SOUTHERN PLANTATIONS

Most of the people who lived in the South owned farms. The South had a long growing season. This made it easier for farmers to grow food. This made it possible to have a cash crop, meaning they could sell their crops for money.



Soon, the farms grew into plantations. A plantation was about the size of 100 small farms. For some

of the plantations, the cash crop was tobacco. Others grew rice or indigo.

To grow these crops, owners and farmers needed a lot of workers. Sometimes they had as many as 50 to 100 workers. Many of these workers at the time were indentured servants. They were working to pay off their passage to America. But soon these workers were replaced with slaves. Slaves were cheaper. Slaves were easier to control. Slavery rose to become a huge issue in the South for many years to come.

1. What is the author's opinion about the Southern plantations?
 - a. tolerant
 - b. pathetic
 - c. disgusted
 - d. You can't tell.
2. Which of the following sentences explains why indentured servants were replaced with slaves?
 - a. Indentured servants were cheaper than slaves.
 - b. Indentured servants were easier to control than slaves.
 - c. Slaves were easy to locate.
 - d. Slaves were cheaper.
3. Which of the following statements is the reason why cash crops were grown?
 - a. Growing year round is easier.
 - b. Plantation owners worked together to grow crops.
 - c. Farmers could sell cash crops for money.
 - d. The plantation owners wanted to eat certain foods year round.
4. What does the term "indentured servants" mean?
 - a. slaves
 - b. lazy people
 - c. people who pay off money they owe by serving
 - d. children who had jobs

WOMEN'S RIGHTS

For years and years, women had been fighting for many rights. Women were not treated equally to men. Laws were in place that did not allow women to vote.

After years of work, things were slowly changing. More and more women were finishing high school and going to college. By 1900, laws were being passed that allowed women to own property.

There were still needed changes. For example, jobs were divided into women's work and men's work. Women weren't allowed to have certain jobs, and they were still denied the right to vote.

Many women leaders worked to bring this right to all women. These women held marches demanding the right to vote. They wrote letters and made speeches to the nation's leaders.

Finally, in 1920, all adult women were given the right to vote. This was the 19th Amendment to the constitution.



1. Which paragraph explains when women were finally allowed to own property?

- a. first paragraph
- b. last paragraph
- c. third paragraph
- d. second paragraph

2. What inferences can you make about why women finally received the right to vote?

- a. They had been demanding it for years.
- b. They made convincing arguments in speeches and letters.
- c. It was only a matter of time before they would be given the right.
- d. Women had to demonstrate they were capable of voting.

3. What is the author's opinion about women voting?

- a. The author thinks that it was a great day when women got the right to vote.
- b. The author thinks there has not been enough research on women's voting rights.
- c. The author is interested in sharing the fascinating process of how to vote.
- d. The author is indebted to and feels happy that men allowed women the right to vote.

THE DUST BOWL

The Dust Bowl is a term used to describe a region that suffered from drought and dust storms during the Great Depression. The Dust Bowl of the 1930s lasted for about a decade. It was one of the most trying times in the history of the nation. Families struggled to survive during this time. The Dust Bowl actually caused the Depression to last longer.



The Dust Bowl was located along the southern Plains. Oklahoma, Kansas, and parts of Texas, New Mexico, and Colorado made up the Dust Bowl. Drought took away the rains and the water. The land was left dry and parched. The wind came and blew the dust around.

The blowing dust made it difficult to do even simple things. It was hard to breathe, eat, and sleep with all the dust. People got sick from all the dust. Farmers were not able to grow crops. Food and water were scarce.

Sometimes the dust storms were so bad they were more like dust blizzards. One day was called “Black Sunday.” On this day, the worst dust blizzard happened. It caused a lot of damage. The rains did not come until 1939.

1. How did the Dust Bowl get its name?
 - a. The dust in the bowl kept spilling over.
 - b. The land was filled with dust.
 - c. The name was given when the country was struggling during the Depression.
 - d. Dust and bowls were the two most common occurrences during that time.
2. What is the purpose of the third paragraph?
 - a. to explain how the Dust Bowl was formed
 - b. to explain how the Dust Bowl affected daily life
 - c. to explain how Dust Bowls can be prevented
 - d. to explain how people survived the Depression
3. Which paragraph would you read to find out about Black Sunday?
 - a. first paragraph
 - b. third paragraph
 - c. second paragraph
 - d. fourth paragraph

LEISURE TIME IN AMERICA

In the early 1800s, Americans spent their whole day working. Sunday was the only day off, and the only vacation days were Christmas, New Year's Day, and the Fourth of July. People worked around 66 hours a week, which meant about 11 hours a day were spent at work.

By the 1950s, times had changed. People worked only 40 hours a week. The number of work hours per day was less, and most people had Saturdays and Sundays off each week. Most workers were also given two weeks of vacation time each year. People had a lot more free time.

Americans did lots of things with their free time. Many people watched movies. In the 1950s, the movies were now in color. People would drive their cars to a field with a big movie screen to watch a "drive-in" movie.

Many families also had their own television. TV was an amazing little box with pictures. Families sat down together at night to watch a TV show together. Shopping, sports, and traveling were other ways that people entertained themselves in their free time.

1. Which of the following statements is not found in the reading passage?
 - a. The 1950s was a time of prosperity in the United States.
 - b. People watched movies in their free time.
 - c. Americans were working fewer hours during this time.
 - d. People went to drive-in movies during their leisure time.
2. What inferences can you make about life in the 1950s after reading this passage?
 - a. America was probably at war during this time.
 - b. Tensions were high in the United States.
 - c. The citizens were not happy with their president.
 - d. Americans were enjoying a time of peace and prosperity.
3. Pick the answer choice that best completes the sentence, "Movies were now _____."
 - a. fashionable c. in color
 - b. inverted d. increasing in number
4. The purpose of the first paragraph is to . . .
 - a. introduce the invention of color television.
 - b. explain the differences between the life of a worker in the United States at this time in history.
 - c. compare the amount of vacation days to present day.

I HAVE A DREAM

Dr. Martin Luther King, Jr. was a Baptist minister. He lived in the 1950s and noticed that equality among people did not exist. People of color were discriminated against and treated very poorly. During this time period, the Supreme Court ruled on the case *Brown v. Board of Education*. This case was about ending segregation in public schools.

King fought for civil rights for all people. He made many speeches and marched in protests. He was trying to get the government to allow freedom to all people. King was eventually arrested and thrown into jail.

When he got out, he organized a march in Washington, D.C. On the steps of the Lincoln Memorial, he delivered his most famous speech. This speech talked about his dream that one day all children could sit and work together regardless of the color of their skin. His speech also talked about all Americans deserving the same rights.

Thousands of people heard this speech. This speech helped lead to laws like the Civil Rights Act of 1964. Dr. Martin Luther King, Jr. was, and still is, an inspiration to many.

1. What motivated Dr. Martin Luther King, Jr.?
 - a. the treatment of the slaves
 - b. the lack of equal rights for all American citizens
 - c. the lack of representation for all Americans
 - d. the misunderstanding of the government
2. Which paragraph would help you answer the previous question?
 - a. second paragraph
 - b. first paragraph
 - c. fourth paragraph
 - d. third paragraph
3. Which of the following statements is not true about Dr. Martin Luther King, Jr.?
 - a. He was an inspiration to many.
 - b. He fought for civil rights.
 - c. He was an excellent physician.
 - d. He was arrested and put in jail.

Intermediate

ANNE SULLIVAN

Anne Sullivan was born on April 14, 1866, in Feeding Hills, Massachusetts. She was born to Irish immigrant farmers. She had one brother, Jimmie, who was crippled from tuberculosis. Anne's family was extremely poor, and her father was an alcoholic and abusive. When she was five years old, Anne got a serious eye infection that left her almost completely blind. Her mother died two years later, and her father put both of the children in an orphanage. Her brother died shortly after being placed in the orphanage.



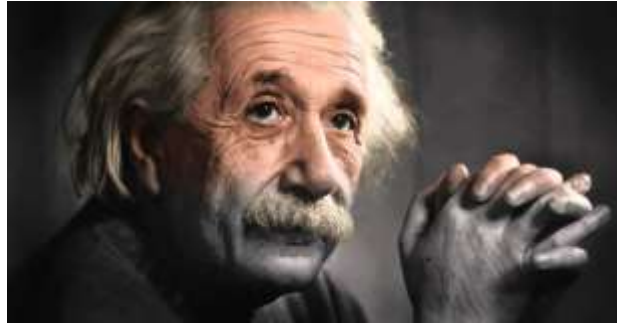
When the head of the orphanage came to visit, Anne pleaded and begged him to let her go to school. She was allowed to go to school, and after a few operations, she regained some of her vision and managed to graduate at the top of her class from the Perkins Institute for the Blind.

Anne began some of her most important work when she was called on to tutor a young blind and deaf girl named Helen Keller. Helen was seven years old and very undisciplined. Anne had to teach her obedience before anything else. A breakthrough finally happened, and Anne was able to teach Helen to read words using Braille and the manual alphabet. Anne helped Helen go on to accomplish great things. Both Anne and Helen were invited to make speeches all over the world. Anne's work had a lasting impact on Helen and others, including both blind and sighted people. She continues to be an inspiration.

1. What are the author's feelings about Anne Sullivan?
 - a. indifferent
 - b. disapproves
 - c. unsure
 - d. approves
2. Which sentence shows how the author feels about Anne Sullivan?
 - a. She managed to graduate at the top of her class from the Perkins Institute.
 - b. She continues to be an inspiration.
 - c. Despite all of her struggles, Anne worked hard to succeed.
 - d. Anne's family was extremely poor and her father was an alcoholic and abusive.
3. Which sentence is not an example of the Anne's accomplishments?
 - a. Anne began some of her most important work when she was called on to tutor a young blind and deaf girl named Helen Keller.
 - b. Anne had to teach her obedience before anything else.
 - c. Anne helped Helen go on to accomplish great things.
 - d. Her mother died two years later, and her father put both of the children in an orphanage.

ALBERT EINSTEIN

Albert Einstein was born in Ulm, Germany, in 1879. As a young boy, Einstein lived in Munich and Milan. At the age of five, his father showed him a compass and explained how it worked. Albert was intrigued with the idea that something in "space" made the needle work. At this time, Albert's mother also insisted that he learn to play the violin.



Albert was not considered very bright in school, and some even thought he had dyslexia and other learning problems. Many thought he was very slow. Nonetheless, school would go on to be very important to Albert, and he would go on to become a professor.

He eventually went to school in Switzerland, where he graduated from the Federal Institute of Technology. He then worked in a patent office and on his doctorate degree. He later became a professor of physics. Einstein developed the theory of relativity and received a Nobel Prize in physics in 1921. He became famous throughout the world, which is very unusual for a scientist.

1. Why was Albert Einstein so successful in his life?
 - a. People felt sorry for him and took pity on him.
 - b. He did not let what other people thought of him get him down.
 - c. He learned to say no when it was most important.
 - d. He was able to become famous worldwide.
2. What can you learn about Albert Einstein from reading this passage?
 - a. He was curious.
 - b. He was very learning disabled.
 - c. He was denied U.S. citizenship.
 - d. He was placed in an orphanage.
3. Which of the following statements is true, based on information in the passage?
 - a. Albert Einstein flunked out of his school.
 - b. Albert Einstein refused to play the violin.
 - c. Albert Einstein was given the Nobel Prize.
 - d. Young scientists began writing letters to Albert Einstein.
4. Which of the following would make a great title for this passage?
 - a. "The Theory of Relativity"
 - b. "Albert Einstein vs. The Scientific World"
 - c. "Einstein's Education"
 - d. "A Brief Story of Albert Einstein"

FRANKLIN D. ROOSEVELT

On January 30, 1882, Franklin D. Roosevelt (F.D.R.) was born. He would go on to become the 32nd president of the United States. At an early age, he was taught by his parents and private tutors. In 1896, he attended a prep school. He went to college to study history and the law.



F.D.R. married his cousin, Anna Eleanor Roosevelt. Together they had six children. Five of them lived. By this time, Franklin was very involved in politics and was reelected to the state senate of New York. He became more and more involved in politics. He was nominated as vice president, but he did not win the election and went back to private life.

While vacationing on Campobello Island, Franklin became sick with polio. This disease took away the use of his legs, and he would never walk after that. Eleanor encouraged him and supported him in his efforts to enter politics again. This time he became governor of New York. After being reelected, Franklin ran for president.

F.D.R. was sworn in as president in January 1933. While president, he worked hard to help overcome the Great Depression. He also led the U.S. into the Second World War. Eleanor was a great support to Franklin. She also played a great role as first lady of the United States.

1. What does the word *nominated* mean in this passage?
 - a. requested
 - b. selected
 - c. ordered
 - d. pushed
2. After reading the passage, what is a word that could be used to describe F.D.R.?
 - a. studious
 - b. talented
 - c. rugged
 - d. determined
3. F.D.R.'s time as president could be described as ...
 - a. successful and accomplished.
 - b. supportive yet unsuccessful.
 - c. typical and normal.
 - d. unhappy and unsettled.

LOUISA MAY ALCOTT

Born in 1832 the second of four daughters to Amos and Abigail Alcott, Louisa was known to have a very bad temper. Her family struggled financially. Her mother had to work hard because her father had a hard time maintaining a job. As a child, Louisa and her sisters had grand imaginations. They would make up stories and plays. They pretended to be fairies in the woods.

Louisa began writing to try to bring in money for the family. Her first poem was published in *Peterson's Magazine*. It didn't bring in a lot of money, but it gave Louisa a lot of confidence. She served as a nurse to wounded soldiers in World War I until she became ill. She almost died before she miraculously recovered. Louisa struggled with illness the rest of her life.

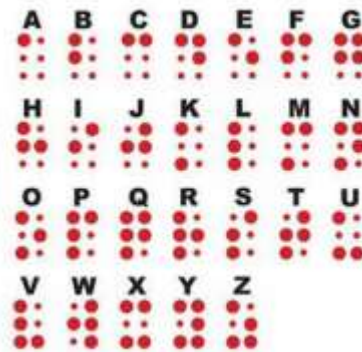
Louisa is best known for *Little Women*, a book that received immediate success. The book was based on Louisa's life with her family. This book helped Louisa become an established author. She would go on to write other books, such as *Good Wives*, *Little Men*, and many more. The books *Little Women* and *Little Men* have been made into plays, as well as movies.



1. What type of book was *Little Women*?
 - a. poetry
 - b. novel
 - c. set of short stories
 - d. mystery
2. Louisa began writing as a means to ...
 - a. be trained as an author.
 - b. teach others how to write.
 - c. earn money for the family.
 - d. learn about the publishing world.
3. What is the meaning of the word *established* as used in the last paragraph?
 - a. enforced
 - b. recognized
 - c. instructed
 - d. enjoyed
4. What is the main idea of paragraph three?
 - a. to introduce Louisa's background
 - b. to mention some of the books Louisa wrote
 - c. to learn about Louisa's sisters
 - d. to compare the real life family with the account in *Little Women*

LOUIS BRAILLE

A young French boy invented the Braille system of reading at the age of 12. This form of reading was different than any other. It changed words into raised dots in different combinations. The Braille system enabled blind people to finally read. Louis himself was blind.



Louis was born near Paris on January 4, 1809. He became blind by accident. When he was only three years old, he grabbed an awl. An awl is a tool used to make holes. The awl slipped and hurt his eye. His eye was infected, and soon the other eye became infected. Louis lost sight in both eyes. It was very difficult for Louis, but soon he learned to adjust to his blindness. He began looking for ways to continue learning. He went to a special school for the blind.

While there, he began creating an alphabet based on an old army code. It consisted of raised bumps and slashes, but it was a long process. When Louis arrived home on vacation, he began experimenting with a dull awl making bumps on paper. Each letter of the alphabet consisted of six dots arranged differently. This would make reading much faster and easier for a blind person. Louis Braille used the same tool that caused his blindness to help blind people to read! It was an amazing achievement.

- Which of the following statements could be made about Louis Braille?
 - Louis learned to write books using the Braille system.
 - Louis's accident ended up improving the lives of blind people everywhere.
 - Louis Braille could have used more support from his parents.
 - Louis Braille used his anger to improve his life.
- What conclusions can be drawn about Louis Braille after reading this passage?
 - He was religious and dedicated to missionary work.
 - He was wealthy and lived a life of luxury.
 - He was hard-working and persevering.
 - He was lazy and undetermined.
- Which statement explains why Louis Braille's system was successful?
 - He began looking for ways to continue learning.
 - Each letter of the alphabet consisted of six dots arranged differently.
 - This would make reading much faster and easier for a blind person.
 - It was an amazing discovery.
- What is the meaning of the word *enabled* as used in the passage?
 - made possible
 - injured
 - unable
 - judged

SACAGAWEA

Sacagawea was born in what is now the state of Idaho to a Shoshone chief. She was kidnapped by the Hidatsa when she was about 10 years old. She and another girl were purchased by Charbonneau, a French Canadian trapper who married Sacagawea. The famous duo Lewis and Clark asked Charbonneau to serve as an interpreter on their historical expedition. He agreed but asked if Sacagawea could go with them.



Sacagawea turned out to be a great asset to the group. She helped with translation, and according to Clark she was a "token of peace" to the Indians they would meet.

Sacagawea would have her first child on the trail. She would also meet up with her brother, who was head of the Shoshone tribe. It was an incredible reunion. She did not stay with her lost family but continued on with the expedition.

The history of what happened after the Lewis and Clark expedition ended is somewhat fuzzy. Some experts say that Sacagawea went with her husband to St. Louis at the invitation of Clark. She would later die of a fever. Other accounts say that she went back to the Shoshone tribe on the Wind River Reservation, where she died in 1884. Either way, Sacagawea was a great person in American history.

1. What is meant by the word asset as used in the passage?

- a. money
- b. advantage
- c. weakness
- d. cook

2. What is the meaning of the phrase "token of peace"?

- a. They didn't have a dove so they used Sacagawea.
- b. If the Indians saw Sacagawea, they knew she would be on their side.
- c. When the Indians saw a female Indian, they would not think the men meant harm.
- d. Sacagawea would receive payment if she was able to interpret and interact peaceably with the Indians.

3. After reading the passage, what can you infer about Sacagawea on the Lewis and Clark expedition?

- a. She was a hard worker and able to handle the great strain of traveling.
- b. She was weak and needed a lot of support.
- c. She was able to find hope in her new life.
- d. She was defiant and stubborn.

4. Which statement explains what made Sacagawea so famous?

- a. She was the first Shoshone Indian to be kidnapped.
- b. She was the first female to travel to the Northwestern United States.
- c. She was able to serve as an interpreter and help to Lewis and Clark.
- d. She was able to speak nine languages.

FRANK SINATRA

Frank Sinatra, who many consider to be one of the greatest singers of all time, never had plans to become a singer. Born on December 12, 1915, Frank grew up wanting to be a sportswriter. He worked as an office boy for a local newspaper. But after hearing Bing Crosby and Billie Holiday, he began singing. He got a quartet together to sing, which led to a job as a singing waiter at a roadhouse. He got his big break in 1939. He joined the Harry James band and sang famous songs like "From the Bottom of My Heart."



Frank was soon lured away by Tommy Dorsey. Dorsey helped him to become a sensation throughout the 1940s. His crooning voice drove the audiences wild. The women loved his soft voice. Sinatra got a start in movies in the late 1940s and he would continue to star in films throughout the 1950s. His first film was *Las Vegas Nights*.

Frank would marry four times. His last wife, Barbara, was said to have a calming effect on him. He was known for his wild parties with the "Rat Pack," which included such famous figures as Dean Martin and Sammy Davis, Jr. At the age of 71, he was hospitalized to have surgery on his intestines. In March 1994, he was hospitalized again. Two years after that, he was in the hospital again for a pinched nerve. Two months later, he would die of a heart attack.

1. A good title for this reading passage would be ...
 - a. "The Rat Pack"
 - b. "Frank Sinatra: The Actor"
 - c. "Life and Times of Frank Sinatra"
 - d. "Frank and Family"
2. Which of the following statements about Frank Sinatra is true?
 - a. He was hospitalized for a broken back.
 - b. He wanted to be a sportswriter for the newspaper.
 - c. He claimed ownership of the "Rat Pack."
 - d. He was taught to sing by Sammy Davis, Jr.
3. In the second paragraph, what does the word *crooning* mean?
 - a. soft, low tone
 - b. high-pitched voice
 - c. ear-splitting scream
 - d. low baritone
4. Why was Frank Sinatra's singing so appreciated by the fans?
 - a. He hypnotized the audiences.
 - b. He was creative and young.
 - c. He was able to sing in a crooning voice that audiences loved.
 - d. He had been taught voice lessons by a great singer.

ELIZABETH CADY STANTON

Elizabeth Cady Stanton played a big role in the history of women's rights. She and her longtime colleague Susan B. Anthony remained friends to the end. Elizabeth was an active abolitionist, which meant that she was against slavery. She met and married her husband, Harry Stanton, in 1840. The two worked together to do away with slavery. They traveled to London for the World Anti-Slavery Convention. They were upset to find out that women were not allowed to be delegates.



Elizabeth came home to work on the issue of women's rights. This is when she met Susan B. Anthony. They worked as a team to help women gain more rights. Elizabeth played the role of writer, and Susan would set up the plans for the group. They worked to get women the right to vote. They were upset when only free men were given the right to vote after the Civil War. Elizabeth also worked to change the property laws for women. She also felt that women should be able to divorce if they were in abusive relationships.

Elizabeth would die on October 26, 1902. This was nearly 20 years before women were given the right to vote. Her home in Seneca Falls, New York, now has documents relating to Elizabeth's hard work and efforts for women on display. Her writings continue to inspire women today.

1. Which sentence below shows Elizabeth's contributions to the women's rights movement?
 - a. Elizabeth played the role of writer, and Susan would set up the plans for the movement.
 - b. She met and married her husband Harry Stanton in 1840.
 - c. The two worked together to do away with slavery.
 - d. She died nearly 20 years before women were given the right to vote.
2. What is the main idea of the third paragraph?
 - a. It introduces the main idea of the passage.
 - b. It discusses Elizabeth's contributions to women's rights.
 - c. It discusses Elizabeth's experiences as a writer.
 - d. It explains the relationship between Susan B. Anthony and Elizabeth.
3. The best way to answer the previous question is to ...
 - a. reread the entire passage.
 - b. reread the first paragraph.
 - c. look for the words "rights" and "Elizabeth Stanton."
 - d. reread the third paragraph and determine the main idea.

DANIEL BOONE

Daniel Boone was a great explorer of the frontier. He is given credit for settling the state of Kentucky. Born on November 2, 1734, to a weaver and a blacksmith, Boone was raised in Pennsylvania. His childhood was preparation for his adult life. He loved to make friends with the Indians and observe wildlife. At the age of 12, Daniel was given his first gun.



The family soon moved to North Carolina. It took a year for them to get there and get settled. Daniel would leave at 19 to fight in the French and Indian War. When he returned, he met a hunter named John Finley who told him stories about the frontier. This got Daniel thinking and dreaming. But he was not quite ready to explore. He married Rebecca Bryan.

In 1767, he traveled to the end of Kentucky. He was asked by Finley to explore even more country with his crew. It wasn't until two years later that he finally returned home. He had explored all over Kentucky. Daniel continued to explore for many more years. He eventually left Kentucky, saying that it was "too crowded." He died at the age of 85 and was buried next to his wife.

1. The author feels that Daniel Boone was ...
 - a. intelligent and loved learning.
 - b. motivated by money.
 - c. interested in traveling the oceans.
 - d. a great explorer in American history.
2. Which statement supports the author's opinion of Daniel Boone?
 - a. Daniel continued to explore for many more years.
 - b. Daniel Boone was a great explorer of the frontier.
 - c. He had explored all over Kentucky.
 - d. His childhood was preparation for his adult life.
3. The third paragraph informs the reader about ...
 - a. Daniel's early life in North Carolina.
 - b. Daniel's travels across Kentucky.
 - c. Daniel's desire to stay in Kentucky.
 - d. Daniel's childhood in Pennsylvania.
4. Where else might this reading passage about Daniel Boone be found?
 - a. in a book about the French and Indian War
 - b. in a pamphlet about the great leaders of the United States
 - c. on a website about the early explorers of the United States
 - d. on a website about famous Indian traders of the United States

AMELIA EARHART

Do you love to fly in an airplane? Amelia Earhart sure did. This woman aviator took her first pilot lessons at the age of 23. On July 24, 1897, Amelia was born in her grandparents' home in Kansas. Her little sister was born two years later. Their grandparents had a lot of money, and so Amelia and her

sister were sent to private schools and lived a privileged life. Their father, on the other hand, struggled to keep a job and eventually tore the family apart with his drinking. Her mother took the girls and moved to live with friends in Chicago.



Amelia went on to train as a nurse and served in the "Great War" as a volunteer nurse's aid. Afterwards, she enrolled as a pre-med student at Columbia University. It was in California that she first went to an "aerial meet." She boarded a plane that flew over Los Angeles. Amelia was in love. She couldn't get enough of flying.

This desire to fly encouraged her to take lessons from Anita Snook, and she bought her first plane. She began trying to break records. She was asked by George Putnam to try to be the first lady to fly across the Atlantic.

Many years later, Amelia had broken several records. She was the first woman to fly the Atlantic solo and the only person to fly it twice. She also flew the longest non-stop distance flown by a woman and set another record for crossing in the shortest time.

1. Where would you read to find out about Amelia's first introduction to flying a plane?
 - a. first paragraph
 - b. second paragraph
 - c. third paragraph
 - d. fourth paragraph
2. The author probably wrote this passage to ...
 - a. warn readers about the dangers of flying.
 - b. inform readers about Amelia's weaknesses.
 - c. inform readers of Amelia's record-setting history.
 - d. inform readers of Amelia's experience with George Putnam.
3. How many records did Amelia set which are listed in this passage?
 - a. one
 - b. three
 - c. six
 - d. four
4. Which of the following statements is not a fact about Amelia Earhart?
 - a. Amelia loved to fly airplanes.
 - b. Amelia was born in Kansas.
 - c. Amelia grew up flying airplanes.
 - d. Amelia went to private school.

JACKIE ROBINSON

Though he was born in Cairo, Georgia, in 1919, Jackie Robinson grew up in Los Angeles, California. Although African-American athletes were not accepted in all sports leagues at this time, Jackie's life would prove that athletes should be judged by their abilities and not by the color of their skin.



Jackie

would prove to be a star athlete. He was a star in not just one sport, but four: he ran track and played basketball, football, and baseball. Jackie began playing professional baseball in the Negro American Baseball League. But after two years, he joined the Brooklyn Dodgers. No other African-American had ever been allowed to play in the major leagues.

Not everyone thought that an African-American person should play in the major leagues. The fans and some of the other players treated Jackie very poorly. They were trying to get him to leave the league. The opposite happened: Jackie only worked harder and played harder. He managed to win the Rookie of the Year award and helped the Dodgers win the pennant. In 1949, he had the best batting average in the league and won the Most Valuable Player award.

Jackie continued to work hard and improve. He was also an excellent fielder and base runner. In the 10 years that Jackie played for the Dodgers, they won the pennant six times and the World Series championship once. In 1962, Jackie Robinson was elected to the Baseball Hall of Fame.

1. Where would you read to find out about Jackie's experiences playing for the Dodgers?
 - a. end of the first paragraph
 - b. in the second paragraph
 - c. end of the third paragraph
 - d. second and third paragraphs
2. The author probably wrote this passage to ...
 - a. inform the reader of the civil rights for all Americans.
 - b. inform the reader about Jackie's time as a batter.
 - c. inform the reader about Jackie's great accomplishments.
 - d. portray Jackie's commitment to helping others learn to play baseball.
3. What does the word *average* mean in this passage?
 - a. score in a baseball game
 - b. opening
 - c. level
 - d. percentage
4. Which of the following statements is not a fact about Jackie Robinson?
 - a. Jackie was successful because of hard work and determination.
 - b. Jackie let the fans and other players run him out of baseball.
 - c. Jackie was elected to the Hall of Fame.
 - d. Jackie played for the Brooklyn Dodgers.

LANGSTON HUGHES

Langston Hughes was a famous poet and writer in the early 1930s. He became famous and was known as the voice of black people. The subject of all of his writing was about the lives of African Americans. Born in Joplin, Missouri, his family eventually moved to Ohio. He began writing poetry in eighth grade. Upon graduation from high school, he was voted the class poet.

By the age of 18, Langston saw his first poem published. The title of the poem was "The Negro Speaks of Rivers." For a short while, he attended Columbia University. He decided to make a trip to Africa. He boarded a ship and traveled to many countries in Africa and Europe. He would later go on to get a college degree.

One of his favorite things to do was to listen to jazz and blues music. This influence of music began to appear in his writing. He moved to Harlem, where he was editor. He devoted a great portion of his life to writing and speaking.

He wrote over 16 poetry books, two novels, and 20 plays, as well as children's poetry, musicals, operas, biographies, radio and television scripts, and dozens of magazine articles. He was able to influence many people with his writing



1. Based on the passage, what were some of Langston Hughes's writing interests?
 - a. writing about slavery
 - b. writing about the lives of black people, jazz, and blues
 - c. writing about being the first black poet
 - d. writing about experiences in foreign countries
2. After reading the passage, why do you think Langston wanted to travel to Africa?
 - a. He wanted to look up his ancestors.
 - b. He wanted to travel the world.
 - c. He wanted to see what life was like in Africa.
 - d. He was given free voyage and he didn't want to pass up the opportunity.
3. What is the main idea of the passage?
 - a. Through hard work and dedication, Langston was able to get African-Americans the right to vote.
 - b. Work before play is a good motto to live by.
 - c. Langston owed his life to the community in which he was raised.
 - d. Langston was able to portray African-American life, and he was able to help give African-Americans voice.

ANNE FRANK

Anne Frank was a young girl who wrote a diary that has probably been read by more people than any other diary. Anne was born on June 12, 1929, in Germany. She lived during the time that Adolf Hitler was taking over Eastern Europe and exterminating the Jews and other non-Aryans who lived there. Her family escaped to the Netherlands, where they thought they would be safe. But Hitler and his armies eventually came to the Netherlands and attempted to round up all of the Jews.



Because of the kindness of friends, Anne's family was taken to an empty section of her father's office building, where they were hidden for almost two years. Anne had received a diary that she lovingly called Kitty. She wrote in her diary on a regular basis. This diary shared with the world what life was like living in this hiding place.

On August 4, 1944, the Frank family was betrayed. Someone told the German officers of the family living in the hiding place, and they were found. The family was sent to work in a camp. Anne and her sister, Margot, had to smash batteries. The acid burned the girls' skin. Anne and her sister would die of typhus just weeks before the British army liberated the camp.

Anne's diary was found by some of the workers in the building where they hid. The diary was published in 1947. The diary has been translated into 50 languages, and millions of copies of the book have been sold.

1. Based on reading the passage, what was one of Anne's interests?
 - a. playing hopscotch
 - b. writing
 - c. helping and serving others
 - d. playing with her pet dog
2. What can you conclude about Anne Frank?
 - a. She was loved and adored by everyone.
 - b. She was able to accomplish many things in such a short time period.
 - c. She was learning to speak another language.
 - d. She lived a courageous life and shared her life in writing.
3. Which of the following statements is not true about Anne Frank?
 - a. Anne and her sister, Margot, had to smash batteries.
 - b. Anne learned to speak many languages.
 - c. On August 4, 1944, the Frank family was betrayed.
 - d. She wrote in her diary on a regular basis.
4. What is the main idea of paragraph three?
 - a. the descriptions of Anne's first diary entry
 - b. Anne's experience of living and working in the concentration camp
 - c. the experience of how Anne's family was freed from the camps

LEONARDO DA VINCI

Can you imagine being a famous scientist and a famous painter? It seems like an unusual combination, but that was exactly what Leonardo da Vinci was. He is known as one of the most intelligent people to ever live. He was born and raised in a town in Italy. He learned to paint from a famous artist in the city of Florence.

In the year 1478, he set up his own studio. He became known as the best painter in Florence. Leonardo had a way of painting that made the subjects look like they were real. They

had the appearance of moving just as real people moved. Leonardo found the human body interesting, and he would study how it moved and how it worked.

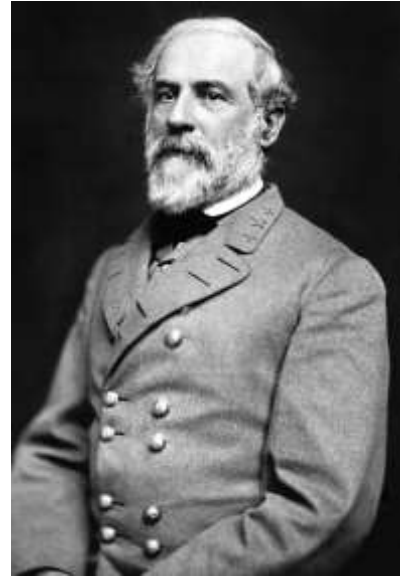
In 1482, he moved to Milan. It was here that he painted one of his most famous paintings. It is called *The Last Supper*. But the paint that he used did not stick to the wall, so he had to repaint it. Leonardo eventually returned to Florence. It was here he painted another very famous painting. This painting is called the *Mona Lisa*. By this time, Leonardo was studying nature. He wanted to learn how birds flew. This interest encouraged him to draw plans for an airplane. He continued studying science after moving to Rome. He also lived in France. He is known throughout the world as a genius.



1. Which statement best explains the success of Leonardo da Vinci?
 - a. He grew up in a wealthy family.
 - b. He learned how to paint from an apprentice.
 - c. He was fascinated with life and studied as much as he could.
 - d. He was motivated to earn a lot of prize money.
2. Where in the passage does it explain about Leonardo's first famous painting?
 - a. first paragraph
 - b. end of the second paragraph
 - c. second paragraph
 - d. beginning of the third paragraph
3. What made Leonardo's paintings with humans so interesting?
 - a. He was trying to make them into sculptures and paintings.
 - b. The subjects had the appearance of moving like real people.
 - c. He was the first to do them in 3-D.
 - d. He was the first to do people in oil paintings.
4. What is the author's opinion of Leonardo da Vinci?
 - a. unbiased and disinterested
 - b. impressed and appreciative
 - c. apathetic and interested

ROBERT f. LEE

Robert E. Lee was an American soldier and famous general of the Confederate South. He was born on January 18, 1807. He was the son of a major general and went to West Point in 1825. West Point was a military school. He graduated second in his class. He married Mary Ann Randolph Custis in 1831. They had seven children together. All of his sons would fight in the Civil War.



Lee was a model soldier and was given many awards for his bravery. He became a teacher at West Point. Lee was against slavery and did not want the Southern states to leave the Union. He was asked to be the leader of the U.S., but he turned it down and resigned from the Army. He didn't want to fight against his friends in the South. He was the leader of his state's army in Virginia. Virginia would eventually leave the Union.

On June 1, 1862, Lee became the leader of the Southern army. This army did not have enough uniforms, supplies, or soldiers, but somehow he always managed to win more battles than he lost. But as time went on, Lee was forced to surrender. The Union army was better prepared, and they had a lot more supplies. Lee would spend his last years as a president of a college.

1. What is the purpose of the passage?
 - a. to inform the reader about the Civil War
 - b. to instruct the reader on how to be successful at West Point
 - c. to paint a brief picture of the life of Robert E. Lee
 - d. to share Lee's interest in the military
2. What is the meaning of the word resigned as used in the passage?
 - a. talented and exceptional
 - b. quit
 - c. bestowed with others with a gift
 - d. endowed a lot of money
3. What is the main message in this passage about Robert E. Lee?
 - a. Know what you want to be early in life so that you don't waste time.
 - b. Plan big, for great things might happen.
 - c. The more money you make, then the more successful you must be.
 - d. Work as hard as you can for those things you believe in.
4. Robert Lee is known for ...
 - a. his hard work in impoverished areas.
 - b. his interest in U.S. military history.
 - c. his great leadership of the Confederate Army.

WOLFGANG AMADEUS MOZART

Mozart is one of the world's most famous composers. You have probably listened to many of the pieces written by Mozart without even knowing it. Mozart's music is so famous that it is used all over world. How did Mozart come to write such beautiful music? Mozart was born in Austria. He was the son of a well-known composer and teacher. Mozart received lessons from his father and was playing before royalty and other important people at the age of six. By the time he was 10 years old, Mozart had traveled all over Europe to play.



It didn't take long for Mozart to begin writing music of his own. He wrote many musical works. Many people could see his talent, but Mozart did not receive pay for writing music. He received money only when he would play. He was forced to give piano lessons to earn enough money to live.

It wasn't until 1780 before Mozart was finally paid to write music. He was given the job to write an opera. He produced his most famous work in the next three years. Mozart was thrilled with his work and opportunity. When Mozart died in 1791, he left a legacy of beautiful music that would impress crowds the world over.

1. What is the author's purpose of writing this passage about Mozart?
 - a. to share the facts about Mozart
 - b. to share the inspiring story of Mozart
 - c. to point out that Mozart was not paid enough
 - d. to list all works written by Mozart
2. Which sentence from the passage shows how the author feels about Mozart?
 - a. He produced his most famous work in the next three years.
 - b. How did Mozart come to write such beautiful music?
 - c. He received money only when he would play.
 - d. By the time he was 10 years old, Mozart had traveled all over Europe to play.
3. Which of the following statements did not happen?
 - a. Mozart learned to play beautiful music at a very young age.
 - b. Mozart was naturally talented and skilled.
 - c. Mozart was paid to play for the president of the United States.
 - d. Mozart left a legacy of music that is still played today.
4. Which would be the best title for this passage?
 - a. "Mozart vs. the Music World"
 - b. "Mozart's Opera"
 - c. "Greatest Musicians of all Times"
 - d. "The Life of Wolfgang Amadeus Mozart"

THE BATTLE OF ANTIETAM

On September 17, 1862, the bloodiest battle of the Civil War was fought. More lives were lost on this day than on any other day in the history of the country. The North and South were fighting over possession of the Miller Farm cornfield.



General Robert E. Lee was the leader of the Confederate army. He had his men positioned along the banks of the country lane.

The general for the Union army was George B. McClellan. This general had a scout that had gotten a copy of the Confederate army's plan. This was very helpful for the Union.

Bullets rained down on the Confederate soldiers. The Union soldiers broke through the line and killed thousands. The country lane where the Confederates were hiding became known as "Bloody Lane" because of all the people who died there.

More than 23,000 men were killed, wounded, or missing in this battle. But the Confederate army was not finished. They would go on to fight another bloody battle with the Union army known as the Battle of Gettysburg.

1. Which statement best explains the reason for the Battle of Antietam?
 - a. Both sides were fighting over the taxes.
 - b. The Confederate soldiers were trying to make a statement.
 - c. The Union soldiers were trying to get their independence from Britain.
 - d. Both Confederate and Union armies were trying to claim the Miller Farm cornfield.
2. Where in the passage does it explain the advantage that the Union soldiers had at this battle?
 - a. first paragraph
 - b. second paragraph
 - c. third paragraph
 - d. fourth paragraph
3. Which of the following statements is false about the Battle of Antietam?
 - a. More than 23,000 men were killed, wounded, or missing in this battle.
 - b. The North and South were fighting over possession of the Miller Farm cornfield.
 - c. More lives were lost on this day than on any other day in the history of the country.
 - d. General Lee had a spy that helped him learn his opponent's strategy.
4. What is the author's opinion of the Battle at Antietam?
 - a. The author is glad the North won.
 - b. The author is impressed and appreciative.
 - c. The author has a neutral feeling about it.

THANKSGIVING

Each year, on the fourth Thursday in November, many Americans gather around the table with their families to eat a large feast. Do you know why this is so? It is a celebration of Thanksgiving.



Thanksgiving started back with the Pilgrims. The year was 1621.

The Pilgrims had survived a very difficult winter. The next fall they had a great harvest. They were so grateful that they decided to have a feast to celebrate. They invited 91 Native Americans to join them.

The Pilgrims and guests gathered around a large table to eat. There were games, races, and other activities. The celebration lasted three days. We don't know if they really did have turkey, but they did have some kind of bird, as well as venison (meat from deer). They didn't have pumpkin pie because there wasn't enough flour for that. They did have pumpkin that had been boiled and softened. They also had berries, fruit, nuts, and fish.

It wasn't until 1777 that all 13 colonies celebrated Thanksgiving. A lady named Sarah Hale wrote articles in magazines about how important it was to celebrate Thanksgiving. Finally in 1863, President Abraham Lincoln proclaimed Thanksgiving to be celebrated on the fourth Thursday in November. In 1941, Thanksgiving became an official national holiday. Thanksgiving has been celebrated ever since.

1. How does the author feel about Thanksgiving?
 - a. disgusted
 - b. amused
 - c. concerned
 - d. can't tell from the passage
2. Which statement explains the purpose of Thanksgiving?
 - a. Thanksgiving has been celebrated ever since.
 - b. They decided to have a feast to celebrate.
 - c. Historians have determined that the guests probably gathered around a large table to eat.
 - d. They invited 91 Native Americans to join in the feast.
3. The third paragraph informs the reader about ...
 - a. the guests invited to the first Thanksgiving.
 - b. how many years it took for Thanksgiving to become official.
 - c. the discrimination between the Native Americans and the Pilgrims.
 - d. the menu at the first Thanksgiving.

WAR OF 1812

Some people say that the War of 1812 was the second revolutionary war. In a way, it was. This war was a fight between America and Great Britain. They disagreed about shipping and trade on the seas. Fighting took place in both Canada and America. The Americans won the War of 1812.



Thomas Jefferson was president in America at the time. He was trying to keep American goods going to other parts of the world. He didn't, however, want to get America involved in world events. France and Britain were at war at the time. They both thought that America was supplying the other country with goods and weapons.

Both France and Britain searched American ships. They were treated poorly. America was mad at both countries but ended up fighting Britain. The White House and the Capitol were both burned in the war. A treaty was finally signed. As a result of the war, America became known as a powerful player in the world.

1. A good title for this reading passage would be ...
 - a. "Beginnings of the Revolutionary War."
 - b. "Britain's Abuse of Power."
 - c. "United States Attacked."
 - d. "America Caught in the Middle."
2. A similarity between the Revolutionary War and the War of 1812 is ...
 - a. the fact that they were both started with the same U.S. President.
 - b. that fighting took place between the U.S. and Great Britain.
 - c. that Britain pulled France into the war.
 - d. that they took place when the United States was an old country.
3. In the last paragraph, what does the word *player* mean?
 - a. performer
 - b. actor
 - c. interrogator
 - d. participant
4. Based on the information in the passage, what caused the War of 1812?
 - a. Britain was trying to take over American territory.
 - b. France and Britain decided to fight for American territory.
 - c. America didn't like how their ships were treated at sea.
 - d. France had set up a special arrangement with America.

A TIME OF REFORM

The early 1900s were a time of reform in the United States. There were many great things about the country, but there were some problems, as well. A group of people who wanted to make changes during this time were called progressives. Many of the city and state governments were corrupt and dishonest. The progressives wanted to change their leaders.

Theodore Roosevelt, who was vice president at the time, was one of the leaders of this reform. He worked with others to change the type of people that were elected to office. They were successful. Led by new leaders, many cities were able to pass new laws that made life better. These cities built schools, parks, and playgrounds. They also built better housing for families.

State governments also worked for change. They passed laws that made large companies pay their fair share of taxes. They put limits on the amount of money they could charge customers for things. With these new changes, the quality of life continued to improve for people.

Theodore Roosevelt eventually became president of the United States upon the assassination of President William McKinley. He continued to work for changes and improvements.

1. Based on the passage, what were some of the problems in the country during the early 1900s?
 - a. Too many people wanted to be president.
 - b. There were not enough jobs for people.
 - c. There were dishonest people in leadership positions.
 - d. Large companies were not allowed to charge a fair price for goods.
2. What conclusions can be drawn about the people that wanted reform?
 - a. They were corrupt and dishonest.
 - b. They were hard workers that believed in making changes.
 - c. They were inexperienced factory workers.
 - d. They weren't very organized.
3. After reading the passage, which of the following statements about the progressives is false?
 - a. They were the only ones elected to public office.
 - b. They were interested in making life in the United States better.
 - c. They were willing to work hard to build schools, parks, and better housing.
 - d. They were interested in changing their leaders in city and state office

CHANGES FOR WOMEN

You may be surprised to learn that it took until the 1920s for women in the United States to have the right to vote. Voting wasn't the only change for women during this time. By 1900, women had made a lot of progress. More and more young women were graduating from high school. More young women were also going to college.



In most states, women were beginning to be allowed to own property and keep the money they earned at their jobs. Before then, only the husband could do these things. Anything the wife earned belonged to her husband.

More and more women began working outside of the home. Most of the jobs available were separated into "men's jobs" and "women's jobs." Most women worked as teachers, nurses, librarians, secretaries, factory workers, and telephone operators. Men were the only ones allowed to be doctors, lawyers, bankers, police officers, and mail carriers.

Sweeping changes were still needed. Women continued to fight for the right to work at whatever profession they wanted. Women demanded the same pay that men got. These changes were difficult to make happen. It took many more years. In fact, women today are still working for some of these same things.

1. What would be the best title for this reading passage?
 - a. "Mr. Mom"
 - b. "Sweeping Changes for Women"
 - c. "Women's Suffrage"
 - d. "The Right to Work"
2. What conclusions can be drawn about what resulted from these changes?
 - a. Women were considered illiterate.
 - b. Women were given more respect for their abilities.
 - c. Men were upset with the changes.
 - d. Women were given these rights only if they worked harder.
3. Which statement from the passage explains what limitations women still had after they began working outside the home?
 - a. They were inspired to go back to school.
 - b. More young women were also going to college.
 - c. Women were not allowed to hold the same jobs as men.
 - d. Women were not given the right to vote if they worked outside of the home.

MOVING TO THE CITY

Most of the early immigrants came to America to get land and begin farming for a living. But during the late 1800s, it became hard for farmers to make enough money to live. Many of the farmers were forced to give up their farms and move their families to the city in search of jobs. Some farmers left their farms and came to the city to get away from the long hours and loneliness of the farm.



There were different types of jobs available in the city. The city had factories that were being built all over. Women were also able to find jobs in the city.

Living in the city was also exciting. There were many different things to do. The city had museums, theaters, sports, and concert halls. Cities had lots of shopping available. There were stores of all kinds and sizes. Even if you didn't have enough money, window shopping was a favorite pastime. The city had many new opportunities.

The city also had many other resources, such as good schools and teachers. You could also get better medical attention living in the city. Doctors, lawyers, and other professionals were available in the city. More and more people moved to the cities during this time in American history.

1. What would be a good title for this reading passage?
 - a. "The National Pastime"
 - b. "The Lure of the City"
 - c. "The Life of a Former Farmer"
 - d. "The Big Apple"
2. Which paragraphs explain what the city had to offer?
 - a. first and second
 - b. third and fourth
 - c. second and third
 - d. the last three paragraphs
3. Locate the statement below that is not a fact.
 - a. There were stores of all kinds and sizes.
 - b. Doctors, lawyers, and other professionals were available in the city.
 - c. Living in the city was also exciting.
 - d. The city had museums, theaters, sports, and concert halls.
4. In this passage, the word *pastime* means ...
 - a. history.
 - b. you are late.
 - c. a way to spend your time.
 - d. long overdue.

BATTLE FOR THE ALAMO

In the 1830s, more and more people from Texas were upset with Mexico. They didn't like the way Mexico was ruling Texas. Texans were beginning to talk about seeking independence from Mexico.

A general from Mexico decided to stop the Texans from making plans to get their independence. His name was Santa Anna. He led an army of 4,000 soldiers to stop the Texans. A group of Texans in San Antonio was attacked. They went to the Alamo for safety. The Alamo was a Spanish mission that had been left empty.

But the Mexican army continued its attack. After 12 days of fighting, the Texans, who were far fewer in number than the Mexicans, ran out of bullets. The Mexican soldiers began climbing the walls. A battle took place inside. Soldiers fought hand to hand. Over 1,500 Mexican soldiers were killed. All but seven of the Texans were killed, and Mexico took back control.

Though they lost, this battle helped the Texans eventually gain their independence and led to the inspirational cry, "Remember the Alamo!"

1. What was the purpose for the Texans going to the Alamo?
 - a. The Alamo was a Spanish mission that had been left empty.
 - b. A group of Texans in San Antonio was attacked.
 - c. He led an army of 4,000 soldiers to stop the Texans.
 - d. They went to the Alamo for safety.
2. Identify a supporting detail that explains the statement, "A battle took place inside the Alamo."
 - a. They went to the Alamo for safety.
 - b. The Alamo was a Spanish mission that had been left empty.
 - c. Texans were beginning to talk about seeking independence from Mexico.
 - d. Over 1,500 Mexican soldiers were killed.
3. After reading the passage, which question couldn't you answer about the Battle for the Alamo?
 - a. Who was Santa Anna and for what was he known?
 - b. Who were the Texans that were attacked?
 - c. What happened after the attack on the Alamo?
 - d. How many Mexican soldiers were killed in the Alamo?

THE QUAKERS

One of the religious groups that immigrated to America was the Quakers. They were also known as the "Society of Friends." The name "Quaker" came from the belief that they thought everyone--even leaders of countries and kings--should "quake" with fear before God.

The Quakers worshipped in a very simple manner. There were no priests or ministers. They believed all people were equal before God. They believed that people should not fight in any wars and they refused to fight in any wars. They believed that all problems could be solved between two countries without any fighting.

The Quakers were not treated very well in England. That was why they left for America. In America, they hoped they would be treated better. Things were not much better in America. They tried to settle in Massachusetts, but they were asked to leave.

William Penn was a Quaker who was able to get land in America from the King of England. This land was named Pennsylvania, which means "Penn's woods." Pennsylvania was set up as a religious experiment. Penn invited religious groups from all over to move to Pennsylvania.



1. A good title for this reading passage would be ...
 - a. "The Coming of the Quakers."
 - b. "Religion in America."
 - c. "Biography of William Penn."
 - d. "Pennsylvania Becomes a State."
2. What caused the Quakers to leave England?
 - a. The Quakers were forced to leave England.
 - b. The Quakers were not allowed to own land in England.
 - c. The Quakers were not treated well in England.
 - d. The Quakers were not able to convert very many people in England.
3. The author wrote this passage to ...
 - a. justify the Quaker religion.
 - b. inform the reader of how Quakers were mistreated in England.
 - c. share general information about Massachusetts and the Quakers.
 - d. explain the story of the Quakers in America.

THE WOMEN OF INDEPENDENCE

As the men of America were busy fighting the British over the independence of America, the women of America were busy, too. They wanted to support the American cause in any way that they could. The women did many things that proved to be very helpful.



Many women cared for the wounded soldiers during the battle. They also worked in the army camps washing and cooking. They even made gun powder and would travel to the battlefield to bring water and food to the men. They risked their lives to make the life of the soldiers better. Some women even dressed up to look like men and fought in the war. A large group of women also served as messengers and spies.

Other women helped support the war but never left their homes. They continued to do all of their normal jobs, as well as the work that their husbands and sons would normally do at home. They worked hard to keep the family farms in business. The women felt strongly about their roles during the Revolutionary War. When the story of the Revolutionary War is told, women should always be included in the discussion.

1. Based on the reading passage, what interests did women have in the war?
 - a. They wanted America to expand and grow.
 - b. They were offered a good deal from the army.
 - c. They were seeking equal rights for women.
 - d. They wanted America to gain independence from England.
2. Which of the following sentences is not something women did to help in the war?
 - a. They collected money to send to the troops.
 - b. They cared for wounded soldiers.
 - c. They kept their family businesses running.
 - d. They were spies and messengers.
3. What is the meaning of the word *proved* as used in the first paragraph?
 - a. organized
 - b. demonstrated
 - c. refused
 - d. reiterated
4. What is the main idea of paragraph three?
 - a. Women helped bring water and food to the soldiers.
 - b. Women didn't have to leave home to help fight the war.
 - c. The war was not a success without the women.
 - d. Women needed to be organized to make a difference.

THE IRAN HOSTAGE CRISIS

In 1976, voters elected Jimmy Carter as president of the United States. President Carter worked hard in his presidency to help countries to work together. He was recognized for helping Israel and Egypt agree on a peace treaty.



But things did not go so well in the country of Iran. A revolution had taken place there and the new leader blamed the United States for many of their problems. This leader was very angry with the United States.

A group of rebels from Iran broke into the United States Embassy in Iran and kidnapped 52 hostages. They held these hostages and flashed pictures on the television for the whole world to see. Many demands were made by Iran for the return of the hostages. President Carter refused to make a deal. Iran kept the hostages for more than a year. The United States wasn't able to do anything to gain the release of the hostages.

The hostages were finally released on January 20, 1981. This was the last day of Jimmy Carter's presidency.

1. Which of the following statements is inaccurate?
 - a. Many demands were made by Iran for the return of the hostages.
 - b. President Carter refused to make a deal until the hostages were treated fairly.
 - c. The new leader of Iran was very angry with the United States.
 - d. Iran kept the hostages for more than a year.
2. Another good title for this reading passage would be ...
 - a. "Crisis Overseas."
 - b. "Problems of Foreign Policy."
 - c. "Carter vs. Iran."
 - d. "Middle East Dilemmas."
3. What is the main idea of the passage?
 - a. President Carter was not very effective.
 - b. The Iranian leader blamed the U.S. for its problems.
 - c. The leader of the Iran was intent on kidnapping more Americans.
 - d. Iranian rebels kidnapped 52 hostages during President Carter's term.
4. The hostages were released because ...
 - a. the leader of Iran was definitely afraid of the new president.
 - b. the demands were finally met.
 - c. the hostages were able to be released through talks.
 - d. This question cannot be answered based on the passage.

THE SLAVE TRADE

In the late 1600s, the cost of buying a slave went down. The colonies in America began buying more and more slaves. These slaves came from the continent of Africa. People in Africa were captured and sold as slaves throughout the world.



Slave traders hunted for young slaves and captured them in nets and traps. They were taken from their families and villages. They would never return home again. Thousands and thousands of these people were captured and sold as slaves. The new slave owners branded them like cattle so people would know to whom the slaves belonged. The slaves were treated terribly.

The slaves were packed onto ships and sent across the ocean. Many of the slaves were sold and sent to the West Indies. They worked on sugar farms there. Some of the slaves were also sent to America at this time. People in the Southern colonies bought many of the slaves to work on the large plantations. They worked in the tobacco, cotton, and rice fields. The life of a slave was terrible and inhumane.

1. What is the author's opinion about how the captured slaves were treated?
 - a. tolerant
 - b. confused
 - c. disgusted
 - d. accepting
2. Which of the following sentences portrays the author's opinion about the captured slaves?
 - a. The cost of slaves had gone down.
 - b. Thousands and thousands of these people were captured and sold as slaves.
 - c. Many of the slaves were sold and sent to the West Indies.
 - d. The life of a slave was terrible and inhumane.
3. Which of the following statements is one of the reasons slaves were sold to the Southern plantations?
 - a. Plantation owners could afford slaves and needed the workers.
 - b. Plantation owners worked together to grow crops.
 - c. The weather was good so that crops could be grown year-round, which meant that they needed more workers.
 - d. The plantation owners wanted to brand their slaves.
4. What is meant by the word hunted as used in this passage?
 - a. sought after
 - b. organizing
 - c. refused
 - d. treated like captive animals

A PRESIDENT RESIGNS

Richard Nixon was elected president of the United States in 1968 and took office in 1969. His first term was spent in building better relationships with China and the Soviet Union. When his first term as president ended, he had made a lot of progress.

In 1972, Nixon ran for a second term as president. He was running for the Republican Party. Four men who were working on his reelection team broke into the Democratic Party headquarters. This was illegal. The headquarters were in the Watergate Hotel. The break-in became known as the Watergate scandal. The men that broke in were looking for information they could use against Nixon's opponent in the campaign.

The men were caught. At first, President Nixon denied any connection with these men. He lied about knowing about the break-in. It took two years for the truth to come out. Nixon had lied about knowing about the break-in and his connection with the men.

Congress could vote to remove Nixon from office. Nixon decided to resign. He was the first president ever to resign. When President Nixon resigned, Gerald Ford was vice president. Ford became the new president of the United States.



1. Which paragraph explains when Nixon finally resigned?
 - a. first paragraph
 - b. last paragraph
 - c. third paragraph
 - d. second paragraph
2. After reading the passage, what inference can you make about why Nixon resigned?
 - a. He didn't want to be kicked out of office by Congress.
 - b. He knew there would be more investigations.
 - c. His lawyer counseled him to resign.
 - d. The American people demanded that he resign.
3. What is the author's opinion about the Nixon resignation?
 - a. The author thinks that it was a great day when Nixon resigned.
 - b. The author thinks there has not been enough research on why Nixon resigned.
 - c. The author is interested in sharing the process of how a president resigns from office.
 - d. The author is trying to inform the reader about President Nixon's resignation.

THE KOREAN WAR

Korea is a country in Asia. Japan began ruling Korea in the early 1900s. By the end of World War II, Japan had lost control of Korea. The Soviet Union was given control of North Korea. The United States was given control of South Korea. As time went on, the two halves of Korea became enemies of each other.



In 1950, North Korea attacked South Korea. The United Nations knew that it had to help South Korea. It sent troops and supplies to help South Korea. Most of the troops, supplies, and weapons came from the United States.

The United Nations armies were able to push back the North Korean troops. It looked like the South Koreans had been able to defeat the North Koreans. But then China got involved. They sent a large army to help the North Koreans. They used their army to drive back the U.N. army.

Finally, in 1953, the two sides of the armies agreed to stop fighting. The boundary between the two Korean sides was set up again. To this day, North and South Korea are still two different countries.

1. How did the Korean War get its name?

- a. The war took place in Asia.
- b. The war was given its name after the country of Korea came together as one.
- c. The war got its name after China came to rescue North Korea.
- d. The war took place between the North and South Korean countries.

2. What is the purpose of the third paragraph?

- a. to explain why the Soviet Union got involved
- b. to explain the shift in the Korean War
- c. to explain how the U.S became involved in the war
- d. to explain how Korean was divided up

3. Which paragraph would you read to find out about who controlled Korea at the beginning of the 20th century?

- a. first paragraph
- b. third paragraph
- c. second paragraph
- d. fourth paragraph

THE LUSITANIA

During World War I, the Germans were using underwater boats, or submarines, to attack the enemy at sea. These submarines were called U-boats, which stood for "undersea boats." They could sink large ships by firing torpedoes underneath the water. The Germans gave no warning and could kill everyone on board. The German navy was making great strides at sea.

The Germans decided to start attacking passenger ships, as well as cargo ships. On May 7, 1915, a German U-boat shot and sank a British passenger ship. The name of the ship was the Lusitania. This ship was shot off the coast of Ireland and sank.

The attack killed over 1,200 people. Both adults and children were killed in this attack. Of those who were killed, 128 were Americans. This made the American public very angry.

President Wilson insisted that Germans had to give warning before shooting torpedoes at ships. This worked for a while, until the Germans decided they didn't want to do this anymore. After the Germans attacked three American ships, the United States became involved in World War I. In April 1917, the U.S. declared war on Germany.



1. Which of the following statements can be inferred after reading the passage?
 - a. The Lusitania was a turning point for the United States getting involved in World War I.
 - b. People were interested in the U.S. building a U-boat.
 - c. The Germans were seeking revenge on the United States.
 - d. There were no children on the *Lusitania*.
2. The purpose of the first paragraph is to ...
 - a. introduce the reason why the U.S. got involved in World War I.
 - b. explain the differences between the German and American armies.
 - c. compare the reasons for World War I.
 - d. give background of what was going on at sea during World War I.
3. Pick the word that best completes the sentence, "The Germans decided not to listen to the ___ from the U.S. about attacking ships at sea."
 - a. advice
 - b. demands
 - c. warning
 - d. acknowledgement

THE RISE OF THE COMMON MAN

On March 4, 1829, twenty thousand Americans came to Washington, D.C. They wanted to watch Andrew Jackson be sworn in as president. Jackson was very popular. He was especially popular with the "common" people of the United States. The large crowd ended up breaking dishes and getting out of control at the White House. President Jackson had to spend his first night at a hotel.

All of this was a result of big changes that were happening in America. Before this time, only adult white males were allowed to vote. But not just any adult white male could vote: he had to own property and pay taxes.

The changes that happened in the late 1820s were that any adult white male--whether or not they owned property or paid taxes--could vote. This was called the "rise of the common man."

Women, blacks, and Native Americans were still not allowed to vote, but giving all adult white males the right to vote was a big step in the right direction. The spirit of democracy and equality was higher than ever before.

1. Why were so many people at the swearing in of Andrew Jackson as president?
 - a. the treatment of the common man
 - b. the lack of civil rights for all citizens of America
 - c. the participation of more people in the election
 - d. the misunderstanding of the government
2. Which paragraph would help you answer the previous question?
 - a. second paragraph.
 - b. first paragraph
 - c. fourth paragraph
 - d. third paragraph
3. Which of the following statements is not true about Andrew Jackson?
 - a. He was president during the rise of the "common man."
 - b. He fought for civil rights of all men and women.
 - c. He was a popular candidate.
 - d. He spent his first night as president in a hotel.
4. What is the meaning of the word *common* as used in this passage?
 - a. peculiar
 - b. abnormal
 - c. everyday
 - d. estranged

THE PANAMA CANAL

In the early 1900s, the United States decided that they wanted to build a canal that would connect the Atlantic and Pacific Oceans. Ships would not have to travel as far. This would make the travel and trade between the oceans much faster.



France had tried to do the same thing 20 years earlier. They weren't able to do it. In 1903, the land of Panama belonged to the country of Colombia. President Theodore Roosevelt tried to pay Colombia for the strip of land so that they could build the canal. The government of Colombia didn't think it was enough money for the land.

President Roosevelt was upset. He knew there was a group of rebels from Panama that wanted to separate from Colombia. President Roosevelt decided to help them. He sent ships that prevented the Colombian army from landing in Panama. Panama won without a fight. Panama sold the strip of land to the United States.

Building the canal was a lot of work. Jungles had to be cleared and a lot of land had to be moved. Workers also had to fight the mosquitoes. The mosquitoes transmitted terrible diseases. Finally, an army doctor got rid of the mosquitoes by not allowing them to breed. The first ship sailed through the Panama Canal in August of 1914.

1. How did Roosevelt get the land for the Panama Canal?
 - a. He ordered a change of government in Panama.
 - b. He ignored the Colombian government and built the canal anyway.
 - c. He got the votes needed to make the change.
 - d. He supported the independence of Panama.
2. Which paragraph helps you answer the previous question?
 - a. second paragraph
 - b. first paragraph
 - c. fourth paragraph
 - d. third paragraph
3. Which of the following statements is not true about building of the Panama Canal?
 - a. It was finally opened in August of 1914.
 - b. The mosquitoes were a big problem when building the canal.
 - c. The jungles were able to be preserved when the canal was built.
 - d. It was a lot of work to move the land for the canal.

THE TAJ MAHAL

The Taj Mahal is on the list of the Seven Wonders of the Modern World. Historians, tourists, and students of architecture and design admire it for two reasons. One is for its beauty. The other is the love story that led to its creation.



The Taj Mahal stands on the banks of the Yamuna River in Agra, India. Its construction began in 1631 and was finished in 1653. It is an Islamic tomb built of white marble, which was imported from all over India and neighboring lands. Its creation required the use of more than 1,000 elephants to transport the marble. More than 22,000 builders labored for twenty-one years to erect it. They used twenty-eight different kinds of precious and semi-precious stones to decorate the temple.

This “Crown Palace” is a monument to love. Shah Jahan was the fifth Mughal emperor of India. When he was a fourteen-year-old prince, he fell in love with a fifteen-year-old Persian princess. Five years later, she became his third wife. This was in 1612. He called her “Mumtaz Mahal,” which means “Jewel of the Palace.” They had a happy marriage. However, she died giving birth to their fourteenth child. Heartbroken, her husband ordered the building of the Taj Mahal. This tomb is a tribute to her. It still stands as an enduring symbol of their love.

1. How old was the princess when they were married?
 - a. thirty-one years old
 - b. twenty years old
 - c. twenty-five years old
 - d. fourteen years old
2. Which culture does the Taj Mahal represent?
 - a. American
 - b. Islamic
 - c. Jewish
 - d. Chinese
3. Which of the following ideas can you infer from the passage?
 - a. Mahal means “palace.”
 - b. White marble was valued highly in Indian buildings.
 - c. The Taj Mahal is both a tomb and a temple.
 - d. all of the above
4. What does **architecture** refer to?
 - a. the design of buildings
 - b. Indian religions
 - c. the damming of rivers
 - d. all of the above

KRAKATOA

One of the most powerful volcanic explosions in human history occurred in 1883. It happened on the island of Krakatoa near Java. This is in Indonesia. On August 27, after half a million years of inactivity, Krakatoa awoke with a roar. Three volcanic mountains on the uninhabited island exploded. The massive blast sent a cloud of ash, dust, steam, and volcanic debris fifty miles high into the atmosphere.



More explosions and violent earthquakes occurred. The explosive force created winds that circled the globe seven times. But the worst was yet to come. The explosion caused giant waves called **tsunamis**. They roared across the water and blasted the shores of nearby islands. Just one of these waves killed 10,000 people on a neighboring island thirty miles away. At least 36,000 people were killed altogether.

Ships that were far from shore were safe from these waves. But near the coast, the waves picked up boats and threw them onto the land. Waves from the volcanic eruption and earthquake were felt as far away as the English Channel. Tsunamis were recorded in South America, too.

A tremendous noise occurred when three-quarters of the island collapsed into the sea. (It was an island about the size of New York's Manhattan Island.) The sound was so loud that people heard it 3,000 miles away. The people in Texas who heard the explosion thought it was gunfire. They were shocked to learn that it came from half a world away. Check Your Understanding

1. Which event occurred second in the sequence of events at Krakatoa?
 - a. Three-quarters of the island collapsed into the sea.
 - b. Tsunamis hit neighboring islands.
 - c. Three volcanic mountains exploded on Krakatoa.
 - d. A cloud of debris blasted into the atmosphere.
2. Which of the following is a topic sentence?
 - a. paragraph one, first sentence
 - b. paragraph two, last sentence
 - c. paragraph one, last sentence
 - d. paragraph three, last sentence
3. From the context of the passage, what are **tsunamis**?
 - a. giant earthquakes
 - b. giant ocean waves
 - c. giant waves of sound
 - d. giant waves of lava
4. Which of these is the best summary of the entire passage?
 - a. An earthquake occurred on Krakatoa, putting many lives and homes at risk.
 - b. A violent volcanic eruption combined with earthquakes destroyed the island of Krakatoa and caused enormous damage.
 - c. Waves of sound could be heard thousands of miles away.
 - d. Tsunamis are giant waves that cause a lot of damage.

MYSTERIOUS EXPLOSION IN RUSSIA

The Tunguska River is in central Siberia, Russia. It was the site of the most mysterious explosion in world history. On June 30, 1908, a violent blast slammed into the area with the force of a hydrogen bomb. Yet this was almost forty years before such a bomb was invented. The explosion leveled thousands of square miles of forest in seconds. It was a mostly unpopulated area. However, eyewitnesses described a fiery, explosive sky, waves of intense heat, and a thunderous noise. The blast knocked cows and people right off their feet more than thirty miles away. The sound was heard more than six hundred miles away.

What caused this blast? Even now, scientists aren't sure. Several suggestions have been made. Some have suggested that a large meteorite or asteroid burst through Earth's atmosphere and exploded. But there is no **crater** in the area. Meteorites and asteroids are composed of rock and metal. It seems there would have been an impact crater.

Other scientists believe that a small asteroid exploded in the air before hitting the ground. That's why there is no crater. The event did occur at the same time that Earth was passing through the orbit of Comet Encke. The explosion could have resulted from an atmospheric collision with a large piece of the comet's tail. That would explain no crater. Still, the mystery remains. Since it happened more than one hundred years ago, will it ever be solved?

1. How many years ago did the mysterious explosion occur?
 - a. more than 1,000 years ago
 - b. more than 100 years ago
 - c. during a world war
 - d. in 1970
2. From the context of the passage, what is a crater?
 - a. a gigantic hole in the earth
 - b. a long ditch in the ground
 - c. a new lake
 - d. a kind of planet
3. Which of these did not happen during the Tunguska event?
 - a. Scientists recorded the crash during the event.
 - b. A hydrogen bomb exploded.
 - c. The explosion leveled thousands of square miles of trees.
 - d. both a and b
4. What can you infer from the passage?
 - a. Scientists are deeply divided over the cause of the explosion.
 - b. Scientists don't want to know the cause of the explosion.
 - c. A hydrogen bomb exploded in the region.
 - d. Alien spacecraft caused the explosion.

JULY 4, 1826

The Declaration of Independence was made public on July 4, 1776. Two very important people helped create that document. Their names are Thomas Jefferson and John Adams. Jefferson wrote the first draft. Members of the committee, including John Adams, made changes to it. Then the Continental Congress



changed it some more. At last, it was ready. It was read aloud on the steps of Independence Hall. The document lists the reasons why the colonists wanted to break free of Great Britain.

John Adams went on to serve as a **diplomat** to foreign countries. He was also vice president under George Washington. Then he became the second president of the United States. Jefferson also served as a diplomat to France.

He was the governor of Virginia. He was also secretary of state under Washington and vice president under Adams. Then he became the third president of the United States.

Adams and Jefferson became political opponents during their presidential years. After retiring from public life, they restored their friendship. Both fell ill in 1826. When the 93-year-old Adams died on July 4, 1826, his last words were: "Thomas Jefferson survives." He didn't know that five hours earlier, the 83-year-old Jefferson had passed away. It seems fitting that two of the great heroes of American freedom died hours apart on the fiftieth anniversary of the United States' birth.

1. From the context of the passage, what is the meaning of **diplomat**?
 - a. a political leader
 - b. a representative to a foreign country
 - c. a president
 - d. a businessman
2. Which job did Adams and Jefferson *not* have in common?
 - a. diplomat to foreign countries
 - b. president of the United States
 - c. vice president of the United States
 - d. governor of Virginia
3. You can infer that during their presidencies, Adams and Jefferson
 - a. were less friendly and opposed each other's policies.
 - b. fought in duels.
 - c. regretted the Declaration of Independence.
 - d. paid no attention to each other's opinions.
4. Which event occurred third?
 - a. Adams made changes to the Declaration of Independence.
 - b. Jefferson wrote the first draft of the Declaration of Independence.
 - c. The Continental Congress made changes to the Declaration of Independence.
 - d. The Declaration of Independence was publicly proclaimed.

ICE AGES

You are living in a time between ice ages. Ice ages are periods when Earth is so cold that the polar ice caps grow huge. They can last for millions of years. Such periods have occurred at irregular intervals during the last 2.3 billion years of Earth's history. In the last one billion years alone, there have been four ice ages. One of them lasted one hundred million years.



The most recent ice age was called the Pleistocene Ice Age. It started about two million years ago. It ended just 10,000 years ago. People were alive at that time. Still, it ended about 5,000 years before complex human civilizations began. During an ice age, there are periods of extreme cold called **glacials**. Warmer periods are called interglacials. The Pleistocene Ice Age had seventeen glacials and sixteen interglacials.

The last glacial period was called the Holocene Glacial. It reached its high point about 18,000 years ago. At its height, not only were the North and South Poles covered with ice, but also much of North America, Europe, Tasmania, and New Zealand. Even Hawaii had glaciers.

An ice sheet one mile thick covered what is now London and Washington, D.C. At that time, ice covered about 40 percent of Earth's surface. Melting glaciers dug and filled the Great Lakes. The Great Salt Lake in Utah is a remnant of this last ice age, too.

1. Which of the following was the last glacial period?
 - a. the Pleistocene
 - b. the Holocene
 - c. the Great Lakes
 - d. today
2. From the context of the passage, what is a **glacial**?
 - a. an intense cold period when ice forms
 - b. a warm period between ice ages
 - c. a period with no ice on Earth
 - d. a dinosaur period
3. What can you infer about ice ages and the development of complex human societies?
 - a. Complex human societies only succeed during ice ages.
 - b. Human societies lived in Washington, D.C., and London during the Holocene Glacial.
 - c. Complex human societies developed more easily in warm periods of Earth's history.
 - d. There were no complex human societies before the 18th century.
4. From the context of the passage, which word is an antonym for **glacial**?
 - a. ice age
 - b. society
 - c. glacier
 - d. interglacial

THE METROPOLITAN MUSEUM OF ART

The Metropolitan Museum of Art is in New York City. It is one of the world's great storehouses of art. It opened in 1870. The museum is open to the public. The idea is to let all people view great art. The original building has had many additions. The Met is twenty times larger now than when it was first built. It houses more than two million objects.



The Met's first **acquisition** was a Roman stone coffin. This type of tomb is called a **sarcophagus**. It was joined by Egyptian artifacts and objects recovered from ancient societies. There are classical Greek marble statues and parts of temples. The Met has furniture on display from the great European castles of the Middle Ages. Visitors can see more than 15,000 pieces of arms and armor. These span twenty-three centuries.

Artwork from ancient Egypt and medieval Europe grace its walls. Popular 19th century impressionists, such as Vincent Van Gogh, have a number of works on exhibit. What's the biggest painting? The canvas of "Washington Crossing the Delaware." It's over twelve feet tall and twenty-one feet wide!

You can learn more about the museum by reading *From The Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg. It is a sixth-grade mystery set in the museum.

1. From the context of the passage, what is a **sarcophagus**?
 - a. a bed
 - a stone coffin
 - c. a castle
 - d. a statue
2. From the context of the passage, what is the meaning of **acquisition**?
 - a. something old
 - a popular item
 - c. something bought or gained
 - d. a coffin
3. What is the main idea of the passage?
 - a. The Met has a lot of paintings from impressionists.
 - b. The Met is a great museum with many extraordinary historical and artistic treasures.
 - c. The Met is in New York City.
 - d. The Met has a lot of arms, armor, and furniture from castles.
4. Why was the Met originally built?
 - a. to get some art out of storage places
 - b. to provide a museum for rich and famous visitors
 - c. to provide an art museum for ordinary people
 - d. to fill up an empty lot in New York City

THE LINCOLN MEMORIAL

The Lincoln Memorial is located on the National Mall. The Mall is in the heart of the nation's capitol in Washington, D.C. The exterior of this beautiful monument is made of white Colorado marble. It has thirty-six columns. They surround a central block. They stand for the thirty-six states that made up the United States at the time of Lincoln's death. The name of each of these states and its date of admission to the Union are **inscribed** at the top of the Lincoln Memorial.



There is a huge white marble statue of Abraham Lincoln. It sits on an armchair inside the chamber. It is nineteen feet high. American sculptor Daniel Chester French carved it. The statue was dedicated in 1922.

The text of the Gettysburg Address is engraved on a stone tablet. It is in the south chamber of the Lincoln Memorial. Lincoln's second inaugural address is engraved in the north chamber. Above Lincoln's head is this inscription: "In this temple, as in the hearts of the people for whom he saved the Union, the memory of Abraham Lincoln is enshrined forever."

The Lincoln Memorial is open day and night. Many people enjoy viewing it at dusk. At that time, some people say that the light makes it look as though Lincoln is watching over the nation he once loved.

1. From the context of the passage, what is the meaning of **inscribed**?
 - a. scribbled in ink
 - b. written or engraved on a surface
 - c. a kind of marble
 - d. a stone column
2. What was Daniel Chester French's occupation?
 - a. architect
 - b. president
 - c. sculptor
 - d. painter
3. Why were the Gettysburg Address and the second inaugural address inscribed on the memorial?
 - a. There were no other copies of the documents.
 - b. They were written about Lincoln.
 - c. They needed to fill up space.
 - d. They were Lincoln's most famous speeches.
4. Which of the following facts would *not* be relevant to the passage about the Lincoln Memorial?
 - a. Lincoln helped preserve the Union.
 - b. Lincoln's speeches inspired Americans.
 - c. The president of the Confederacy was Jefferson Davis.
 - d. The Lincoln Memorial is made of marble.

THE WASHINGTON MONUMENT

The Washington Monument was built to honor George Washington. He was America's first president. Its construction was discussed even before his death. Designers and public leaders proposed different designs. They helped to raise money, too. However, lack of funds and design arguments



halted work on it several times. The cornerstone was laid on July 4, 1848. Construction took thirty-seven years to complete. The monument was dedicated in 1885. This was almost ninety years after Washington's death.

The monument is an obelisk. The shaft of white marble slowly tapers to a point. That's why the walls are fifteen feet thick at the base and just eighteen inches thick at the top. Its top is shaped like a pyramid.

The monument's white marble blocks came from **quarries** in Maryland and Massachusetts. They are held together with a cement-like mortar. There is no metal reinforcement. The monument weighs 90,854 tons. That's as much as 60,000 cars! The Washington Monument is the world's tallest masonry structure (stone and mortar). It is the tallest structure in the nation's capital. It will remain that way. It is against the law to build anything taller.

Eight small windows are located at the 500-foot-level. There are two windows on each side. They offer a beautiful view of the city. An elevator gives visitors a fast ride to the top.

1. From the context of the passage, what are **quarries**?
 - a. places where wine is stored
 - b. places where wood is kept
 - c. places where stone is dug out of the ground
 - d. places where railroad cars are kept
2. What material holds the marble blocks in place?
 - a. steel
 - b. bricks
 - c. nothing
 - d. mortar
3. From the context of the passage, what natural event might pose the most danger to the Washington Monument?
 - a. floods
 - b. blizzards
 - c. long periods of heat
 - d. earthquakes
4. Which word describes the shape of the monument as a towering shaft of white marble?
 - a. obelisk
 - b. quarry
 - c. pyramid
 - d. cylinder

THE STATUE OF LIBERTY

France and the United States became friends during the Revolutionary War. France made the Statue of Liberty as a gift for the United States. It celebrated the 100th anniversary of the Declaration of Independence.

Frederic Auguste Bartholdi, a French sculptor, created the Statue of Liberty. He took twelve years to build it. He based the face on his mother as a young woman. Completed in 1884, the sculpture stood on display in France for a year. Then it was taken apart. It crossed the Atlantic in 214 huge packing crates. The ship carrying the crates nearly went down in a storm.



When the sculpture arrived, it was put on a granite pedestal. It stands on the twelve-acre Liberty Island in New York. The Statue of Liberty's official name is Liberty Enlightening the World. Its location is close to the Ellis Island immigrant station. It is a symbol of America's welcome to immigrants.

The Statue of Liberty is covered with copper sheets. It weighs 225 tons. There are 354 steps to the crown. The crown has seven rays. They represent the seven seas and continents. Lady Liberty holds a tablet. Inscribed on it is the date July 4, 1776, in Roman numerals.

1. What date is written in Roman numerals on the tablet held by Lady Liberty?
 - a. January 1, 1884
 - b. July 4, 1886
 - c. July 4, 1776
 - d. February 22, 1732
2. Which of these titles would best express the main idea of the passage?
 - a. "A Statue for Washington"
 - b. "Celebrating the Revolution"
 - c. "The Statue of Liberty as an American Symbol"
 - d. "Climbing the Statue of Liberty"
3. From the context of the passage, what is the best meaning of immigrant?
 - a. a person who leaves a country
 - b. a person who enters a country to live there
 - c. a person who builds statues
 - d. a tourist
4. What is the Statue of Liberty built upon?
 - a. an old ship
 - b. a pedestal
 - c. dirt
 - d. copper sheeting

ANGKOR WAT

One thousand years ago, the largest city in the world was Angkor Thom in Cambodia. More than one million people lived in this city. No other city in the world could support this many people. Emperor Suryavarman II was the ruler of the great Khmer Empire. He controlled Angkor



Thom and most of Southeast Asia. He ordered the construction of Angkor Wat, which became the largest temple in the world. The huge temple stands outside the city. It was built as a combination of a royal palace and a Hindu temple. The king lived there and was worshipped as a god-king. This unique temple was surrounded by a deep water-filled **moat**. The moat was more than 620 feet wide. Inside the walls of the temple, there were shrines and galleries. There was a central dome-shaped pyramid more than 200 feet high. Skilled artists created carvings and statues throughout the temple.

The capital city of Angkor Thom was defended both by water and warriors. The people were very dependent upon rice as their staple food. They built two huge tanks to store water. Each held more than two billion gallons of water. The water was used for watering rice and other crops. It was used for drinking, personal cleanliness, and **sanitation**. The water also filled a moat that surrounded the city. This man-made river helped defend against enemy armies. No one knows why the ancient city and temple were abandoned to the jungle sometime after 1100 CE.

1. Which of the following is the name of a temple?
 - a. Suryavarman
 - b. Cambodia
 - c. Angkor Thom
 - d. Angkor Wat
2. From the context of the passage, what is the best meaning of **moat**?
 - a. a man-made, deep ditch around a castle, temple, or city
 - b. a lake in the middle of a city
 - c. a small stream in front of a castle, temple, or city
 - d. a pile of rocks
3. Which religion was practiced by the Khmer people?
 - a. Islam
 - b. Christianity
 - c. Hinduism
 - d. Buddhism
4. From the context of the passage, what is the meaning of **sanitation**?
 - a. swimming
 - b. disposal of waste
 - c. personal defense
 - d. water warfare

THE EIFFEL TOWER

The Eiffel Tower was built for the 100th celebration of the French Revolution that began in 1789. The Eiffel Tower was the **focal point** of the 1889 World's Fair in Paris. Seven hundred people submitted designs. Yet all the judges chose the one done by Gustave Eiffel. Work began in 1887. It was done two years later. About 50 engineers, 100



iron workers, and 120 laborers worked on it. When it was finished, Eiffel used the tower to conduct experiments. He studied weather and flight.

The Eiffel Tower weighs about 10,000 tons. It is made of 15,000 pieces of iron. They are held together by 2.5 million rivets. It takes forty tons of paint to cover it! It is painted every seven years. The temperature affects the structure's height. It varies from 984 to 990 feet tall. (It is taller on hot days.) In addition to seven elevators, it has 1,665 steps.

The city of Paris owns the building. It serves as a radio-broadcasting tower. It is also an observation tower. It is the most-visited paid monument on Earth. Millions go there each year. On a clear day, a visitor can see about thirty-seven miles at the top. A mountain climber has scaled the Eiffel Tower. Parachutists have landed on it, too. Have you ever been to the Eiffel Tower?

1. Which of these facts would not be relevant to the passage?
 - a. Weather experiments included barometers and other devices.
 - b. Flight experiments dealt with air and wind resistance.
 - c. About 6.8 million people visit the tower each year.
 - d. The French Revolution led to many deaths in France.
2. From the context of the second sentence, what is the meaning of **focal point**?
 - a. an eye
 - b. something that holds the eye's attention
 - c. a kind of sport
 - d. something you want to buy
3. From the context of the passage, what word means "all the individuals agreed"?
 - a. dissent
 - b. unanimous
 - c. disapproved
 - d. reluctant
4. From the context of the passage, what can you infer about Gustave Eiffel?
 - a. Eiffel wasn't married.
 - b. Eiffel didn't plan the tower very well.
 - c. Eiffel was a man with very few interests.
 - d. Eiffel was a man with many interests and abilities.

THE WORLD CUP

The World Cup is one of the biggest sporting events in the world. This great soccer championship features players from thirty-two nations. Each nation wants to win the cup by becoming the number one soccer team. The World Cup is a worldwide contest that takes place only once every four years. However, it holds the attention of



much of the planet when the games begin. The World Cup was created in 1928, and the first World Cup games were held in Uruguay in 1930. It was an all-male contest at the time. The first women's World Cup was held in China in 1991.

Soccer is not quite as popular in the United States as basketball, football, or baseball. However, it still has millions of followers. People all over the world often get up in the middle of the night or skip work to watch their nation's team compete. More than five billion people watch the final match on television. That is most of the people living on the planet. During the contests leading up to the final game, people in the winning nations often hold street parties to celebrate their teams' **victories**.

Some countries seem to be the best in the game for a period of time. When Pele played for Brazil in 1970, his team won the World Cup. Brazil's team is considered one of the greatest. Pele is regarded as the best soccer player by many fans. Brazil has won a total of five World Cups, far more than any other nation.

1. Who is Pele?
 - a. a coach
 - b. an average soccer player
 - c. a Brazilian team
 - d. one of the greatest soccer players
2. When was the first women's World Cup?
 - a. 1928
 - b. 1997
 - c. 1930
 - d. 1991
3. Which of the following is the best topic sentence?
 - a. paragraph one, first sentence
 - b. paragraph two, first sentence
 - c. paragraph three, first sentence
 - d. paragraph one, last sentence
4. From the context of the passage, which is the best antonym for **victories**?
 - a. wins
 - b. happiness
 - c. results
 - d. defeats

MOUNT RUSHMORE

Mount Rushmore National Memorial stands in the Black Hills of South Dakota. It is a monument to four American presidents. They represent the courage and vision of a young nation. George Washington was the winning general in the American Revolution. He was also the first president. Thomas Jefferson wrote the Declaration of



Independence. As president, he bought the Louisiana Territory. Abraham Lincoln guided the nation through the suffering of the Civil War. Theodore Roosevelt led the nation into its years of power in the 20th century.

The idea of a monument dedicated to the presidents was born in 1924. The sculptor who designed and led the project was Gutzon Borglum. He was the son of Danish immigrants. A respected artist, he had already worked on a mountain statue in Georgia. The Mount Rushmore project began in 1925. It was completed in 1941 just after the sculptor died. Workers carved the giant faces out of stone, using dynamite and jackhammers. The statues are sixty feet high. They are solid granite and can be found at the top of the nearly 6,000-foot-high Mount Rushmore. This is a 60 million-year-old mountain. More than 450,000 tons of rock were removed during construction. The actual work only took a little less than seven years. But there were many periods where no money was available. The actual cost was about one million dollars. Most of the cost was paid by the federal government.

1. What was the approximate cost of the monument at Rushmore?
 - a. ten million dollars
 - b. one hundred million dollars
 - c. one million dollars
 - d. one billion dollars
2. From the context of the passage, which word refers to “a time of distress or pain”?
 - a. construction
 - b. nation
 - c. granite
 - d. suffering
3. Which American presidents are carved into Mount Rushmore?
 - a. Theodore and Franklin Roosevelt
 - b. John Adams and Thomas Jefferson
 - c. Abraham Lincoln and Theodore Roosevelt
 - d. George Washington and Franklin Roosevelt
4. Which of the following would be a good title for the passage?
 - a. “A Monument for Presidents”
 - b. “A North Dakota Highlight”
 - c. “A Sculptor Dynamites a President”
 - d. “From Famous People to a Monument”

THE WALL

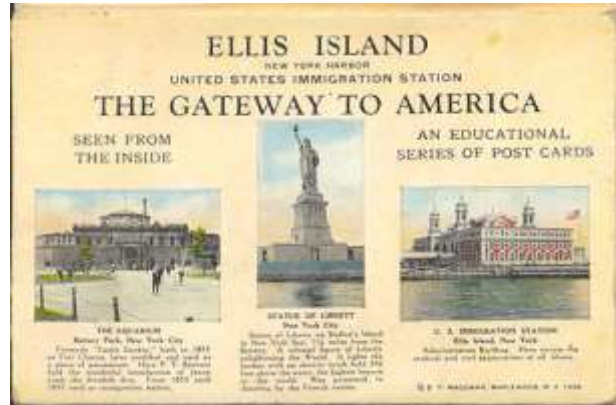
The Wall honors 2,700,000 men and women who served in Vietnam between 1959 and 1975. It is a silent tribute to the 58,267 men and women who died during that long war. The idea for the memorial came from a wounded veteran. His name is Jan Scruggs. He was deeply concerned and unhappy. The war had caused anger and division in the United States. He wanted to make up for the poor attitude shown towards returning veterans. They were not welcomed as earlier war veterans had been. Congress approved his idea. Supporters began raising money for a memorial. The fund collected nine million dollars. The money came from individuals and community groups. No government funds were used.

Of the 1,421 designs that were submitted, Maya Lin won the national competition for her wall design. She was a college student at the time. Her parents had fled from Communist China to America. (She had received only a B- from her professor for the same design.) Her black granite wall of names was not popular right away. However, people soon recognized the beauty and simplicity of the monument. Construction began in March of 1982. It was finished in November of the same year. Later, a statue of the “Three Fighting Men” was added. This was in 1984. A flagpole flying the American flag was also added. You can visit the monument anytime. It is open seven days a week, twenty-four hours a day. Many former soldiers and family members visit it. They search for the names of loved ones carved on the wall.

1. Who led the effort to create a memorial for Vietnam veterans?
 - a. army generals
 - b. Jan Scruggs
 - c. Maya Lin
 - d. the president of the United States
2. From the context of the passage, which of the following can you infer about the Vietnam War?
 - a. Many Americans had opposed the war.
 - b. Many Americans weren't very supportive of returning veterans.
 - c. The war was very popular.
 - d. both a and b
3. Which of the following is the best topic sentence?
 - a. paragraph one, last sentence
 - b. paragraph two, last sentence
 - c. paragraph one, first sentence
 - d. paragraph two, first sentence
4. What is the wall made of?
 - a. green jade
 - b. gray granite
 - c. black granite
 - d. black marble

ELLIS ISLAND—GATEWAY TO AMERICA

The first United States immigration center was on Ellis Island. It was located near the Statue of Liberty in New York Harbor. The center was opened on January 1, 1892. There were more than thirty-five buildings to help people who wanted to become Americans. These included a Great Hall where more than 5,000 people a day entered the country over many years. Many of these were children. The center was very busy in its first twenty years. Then it had long periods of limited use before it was closed.



Between 1892 and 1924, more than twelve million people passed through the center. It became the doorway for many new citizens to enter the nation. However, it was also a place of tears and pain for some. People who were not wanted were not allowed to enter the country. They were sent back home. Some of them were told they had dangerous diseases. They might make others sick. Some were unable to work or care for themselves. However, fewer than 1 percent of all who came were not allowed to stay.

The center was closed in 1954. In 1990, it reopened as a museum. It honors over four hundred years of the country's immigrant history. The museum has many interesting **historic** papers and passenger lists from ships. It displays photos of many kinds of ships. There are many old pictures of people in the center. There is a great deal of information about more than twenty-five million immigrants, as well as a Wall of Honor. *Letters from Rifka* by Karen Hesse is an excellent children's book describing one young girl's efforts to get through the center and join her family.

1. From the context of the passage, what is the best meaning of **historic**?
 - a. something fresh
 - b. something from the past
 - c. something recent
 - d. something delivered by ship
2. Which materials are housed in the Ellis Island Museum?
 - a. passenger lists
 - b. photos
 - c. historic papers
 - d. all of the above
3. Which reason(s) could be used to exclude an immigrant?
 - a. having a dangerous disease
 - b. being able to work
 - c. having little money
 - d. both a and b
4. When was the immigration center closed?
 - a. 1990
 - b. 1892
 - c. 1954
 - d. 1924

THE IDITAROD SLED DOG RACE

The Iditarod Sled Dog Race is the most popular sporting event in Alaska. It is a bridge between the past and the present in that state. It also creates a cultural bond between the American Indians and settlers from the United States. Both groups relied upon dog sleds for transportation until recent times.



The race is based upon the famous run of a sled-dog **musher** named Leonard Seppala in 1925. He made emergency deliveries of **diphtheria** serum to doctors in isolated villages. The yearly race began in 1973 with about fifty mushers, or sled-dog drivers. There are both male and female drivers and their dog-sled teams. In total, there are about 1,000 dogs. In addition to the driver, the sled carries food for the drivers and their dogs. There is also a radio for communication, as well as lamps. Extra booties are brought to protect the dogs' feet. Some sled parts and tools are carried for emergency repairs. Sometimes, even an extra lightweight sled is brought along for the final leg of the journey.

There are two routes used on different years. This protects the environment. The Northern Route is 1,112 miles long. It is used one year. The Southern Route is 1,131 miles long and used the next year. The official length of the race is fifteen days. The record was set in 2002 in just less than nine days. There are many dangers on the trip. The weather is very cold, and blinding snowstorms are common. The thin ice over rivers and lakes is often invisible. Wild moose get confused and sometimes trample dogs and sleds. Hungry wolves attack dogs and drivers. Both dogs and drivers can get sick. This is one of the most dangerous sporting events in the world.

1. What is the best meaning of musher?
 - a. a sled dog
 - a. a dog-team driver
 - b. a race official
 - d. a lead dog
2. From the information in the passage, about how many dogs make up each sled team?
 - a. 20
 - c. 50
 - b. 1,000
 - d. 1
3. Which of the following is not a danger to race participants?
 - a. a confused moose
 - c. too much food
 - b. thin ice
 - d. wind storms and snowstorms
4. From the context of the passage, what is **diphtheria**?
 - a. a trophy
 - c. a kind of dog
 - b. a disease
 - d. dog food

THE WORLD SERIES

The World Series is the oldest yearly major sporting event in the United States. From 1903, when the series began, it has been played every fall except 1994. A labor strike canceled it that year. The reputation of the series was badly hurt in 1919. Eight members of the White Sox were accused of making a deal with gamblers to throw the series to the Reds. When the story came out, baseball's commissioner suspended the eight players for life.



The World Series has been marked with some special events. The Brooklyn Dodgers and the New York Yankees faced off in seven series in New York. Except for the series in 1955, the Yankees won the other six. The first time a World Series was won by a walk-off home run was in 1960. Pittsburgh Pirate Bill Mazeroski's homer broke a 9–9 tie in the 9th inning of the 7th game against the Yankees.

In 1956, Yankee Don Larsen pitched the only perfect game in World Series history. No Dodger reached first base. In 1977, Reggie Jackson hit three home runs on three **consecutive** turns at bat. He did it in the 6th game of a series against the Los Angeles Dodgers. In earlier years, Babe Ruth hit three home runs during a game in two different series. Babe also pitched for the Boston Red Sox to win two World Series titles in 1916 and 1918. Then he was sold to the Yankees and became a slugging outfielder. It would be the 21st century before the Red Sox would win another World Series.

1. From the context of the passage, what is the best meaning of consecutive?
 - a. all at once
 - b. one at a time
 - c. monstrous
 - d. one after the other
2. Which of the following years is in the 21st century?
 - a. 1916
 - b. 2011
 - c. 1918
 - d. 1977
3. From the context of the passage, which of the following is a meaning for “suspended”?
 - a. allowed to play
 - b. hung
 - c. not allowed to play
 - d. all of the above
4. Which sentence from the passage is a topic sentence?
 - a. second paragraph, first sentence
 - b. second paragraph, last sentence
 - c. third paragraph, first sentence
 - d. third paragraph, last sentence

THE GOLDEN GATE BRIDGE

The Golden Gate Bridge rises above San Francisco Bay. It is one of the great engineering achievements of the 20th century. The Golden Gate is one of the longest and most beautiful bridges in the world. It is a **suspension** bridge over 1.7 miles long. The bridge spans the Golden Gate Strait at the entrance to San Francisco Bay. It connects Marin County to San Francisco in Northern California. A tower



stands at each end of the bridge. The distance between the two towers is 4,200 feet. The total length of the bridge is 8,981 feet. Each of the towers is about 1,120 feet from one end of the bridge. The bridge contains 88,000 tons of steel. There are 160,000 miles of wire in the two cables. The bridge is made of 390,000 cubic yards of concrete. One cubic yard is three feet long, three feet wide, and three feet high. The floor of the bridge is about 200 feet above water and 90 feet wide. This allows for six lanes and sidewalks.

The chief engineer of the project was Joseph B. Strauss. The towers were designed by an architect named Irving Morrow. He also chose the unique rust-colored paint for the bridge. Golden Gate Bridge is designed to withstand very heavy tides. It also resists earthquakes and high winds. The idea for the bridge was first promoted in 1916 by a California journalist. California citizens, especially in the Bay area, soon recognized the value of a bridge like this. It would provide for better communication within the state. Business opportunities would be better. Construction began in 1933 during the Great Depression. It was completed four years later. The total cost was about thirty-five million dollars. Building the bridge provided thousands of jobs.

1. From the context of the passage, what is the meaning of suspension?
 - a. hanging in the air above water or land
 - b. a mixture of water and a flavor
 - c. flat on the ground or water
 - d. sent home from school
2. How many times could the cable used in the bridge go back and forth from San Francisco to New York (3,000 miles each way)?
 - a. 2 or 3 times
 - b. more than 50 times
 - c. more than 100 times
 - d. 160,000 times
3. From the context of the passage, which word means “special, different, or unusual”?
 - a. commerce
 - b. suspension
 - c. unique
 - d. peninsula
4. Which of the following is an opinion and not a fact?
 - a. It is a suspension bridge over 1.7 miles long.
 - b. The Golden Gate is one of the longest and most beautiful bridges in the world.
 - c. There are 160,000 miles of wire in the two cables.
 - d. The Golden Gate Bridge rises above San Francisco Bay.

DAYTONA INTERNATIONAL SPEEDWAY

The most famous track in automobile racing is the Daytona International Speedway. It is located in Daytona Beach, Florida. This track is as important to its sport as the Rose Bowl is to football or Yankee Stadium is to baseball.



The Daytona Beach area has been called “the birthplace of speed.” It got that name because car racers were running their cars on the twenty miles of hard-packed sand at this beach. This began in 1902. Stock car racing was born on these beaches. Auto races in the area became very popular in the years after World War II. In 1959, a new 2.5-mile-long modern course was completed. In addition, it had a new twist. This speedway was shaped like a curved triangle. It allowed fans in the grandstands to see approaching cars better. The raceway was banked a rather steep 31 degrees. This also improved viewing for the fans, and it increased the speed of the racing cars.

All other major sports end their seasons with a championship series. Auto racing is different. The racecar season starts in February with its most important racing event, the Daytona 500, a 500-mile-long race. Almost 200,000 fans attend this race. The grandstand at the racetrack has seats for 168,000 fans. Thousands of other fans in motor homes camp in the infield. The track speed record was set in February of 1980 at 177.6 miles per hour. One of the most famous racecar drivers is Richard Petty. He won the Daytona 500 a record ten times. However, driver Dale Earnhardt, Sr., lost nineteen years in a row. He finally won in 1998. In 2001, he was killed in the last lap of the race.

1. Which part of the passage is described like a curved triangle?
 - a. cars
 - b. Daytona Speedway
 - c. Daytona Beach
 - d. infield
2. How many miles long is the Daytona 500?
 - a. 2.5
 - b. 500
 - c. 200
 - d. no limit
3. Which physical feature first attracted stock car racers to Daytona Beach?
 - a. hurricanes
 - b. wide roads
 - c. the ocean
 - d. dry, hard-packed sand on the beaches
4. Which of the following would be a good title for the passage?
 - a. “The Birthplace of Automobile Racing”
 - b. “Racing on Sand”
 - c. “Watching a Race”
 - d. “Dale Earnhardt Races”

HOOVER DAM

Hoover Dam was built between 1931 and 1936. It was one of the great successes of American engineering. The dam was built on the Colorado River at the border between Arizona and Nevada. Hoover Dam is 660 feet wide at the base and 726 feet high. Towers on the dam extend forty feet above the dam.



Hoover Dam created Lake Mead. It is a **man-made** lake 115 miles long and about 589 feet deep. Lake Mead covers 247 square miles. The dam is important for preventing floods. The lake supplies water to homes, farms, and industries. The falling water from the dam can produce more than one billion watts of electric power. The dam supplies water to more than one million acres of farmland.

The dam was built during the Great Depression when many people could not find jobs. Hoover Dam cost forty-nine million dollars to build and provided jobs for thousands of workers. Building accidents on the dam took ninety-six lives. Many other employees were also seriously injured. Before the dam could be started, Boulder City had to be built to house the workers. Miles of highways and railroads had to be laid from the dam site to Boulder City and Las Vegas. The dam itself used more stone and similar materials than a pyramid. The dam was named for Herbert Hoover. He had suggested the idea in 1921. He also helped get the project approved by Congress in 1928. He was president when construction started.

1. From the context of the passage, which word refers to a measurement of electrical power?
 - a. injured
 - b. acres
 - c. watts
 - d. project
2. What can you infer about the building of Hoover Dam?
 - a. Construction cost more in the 1930s than today.
 - b. Construction cost less in the 1930s than today.
 - c. The cost was about the same in the 1930s as today.
 - d. There is nothing that you can infer.
3. Which fact would support the information in the first paragraph?
 - a. Lake Mead supplies water for crops and people.
 - b. The dam helps farmers control floods.
 - c. There are seventeen power-producing turbines at the dam.
 - d. all of the above
4. From the context of the passage, what is an antonym for **man-made**?
 - a. artificial
 - b. natural
 - c. fake
 - d. free

THE FIRST PROFESSIONAL WOMAN ASTRONOMER

The first woman astronomer helped discover the planet Uranus. Caroline Herschel and her brother William were, at first, musicians. They were born in Germany. However, they lived and worked in England for most of their lives. William became **fascinated** by the telescope. At that time, it was a new invention. Because they were poor, William decided to build his own telescope. He even had to use horse manure as the mold for the telescope mirrors. He built his own four-foot wide, forty-foot long telescope. It was the largest telescope in the world at the time. Caroline helped her brother by spoon-feeding him while he ground the lenses for his telescopes.



In 1781, William discovered a new planet—Uranus. He did this using a telescope he built. It was the first planet discovered with a telescope. It was the first planet that had not been known to people in ancient times. It was much farther away than Saturn. So the discovery of Uranus doubled the known size of the solar system. During her lifetime, Caroline herself used the telescope. She discovered eight comets. Both Caroline and her brother were awarded honors. They were also given yearly pensions by King George III for their findings. Because of these awards, Caroline became the first professional female astronomer.

1. Which of the following ideas can you infer from the passage?
 - a. William and Caroline were trained at a university to study astronomy.
 - b. Caroline and William were close friends who worked well together.
 - c. Music and astronomy are similar subjects.
 - d. William and Caroline were rich members of the nobility.
2. Which event made Caroline a professional astronomer instead of just an amateur student of the skies?
 - a. helping William build a telescope
 - b. getting a pension from King George III
 - c. using a telescope
 - d. discovering Uranus
3. Which detail in the passage strongly suggests that Caroline and her brother were very close friends and collaborators?
 - a. William discovered Uranus.
 - b. William made the largest telescope of its time.
 - c. The king gave them both a pension.
 - d. Caroline spoon-fed William while he ground the lens for a telescope.
4. From the context of the passage, what is the meaning of **fascinated**?
 - a. lazy
 - b. very interested in
 - c. happy
 - d. both a and b

SHE WAS DRESSED TO MEET AN ICEBERG

Molly Brown was a country girl who traveled to Colorado in the 1880s. She found work as a singer in a concert hall. Molly married a local miner named J. J. Brown who struck it rich mining silver. The couple built a huge house in Denver, Colorado. While J. J. went back to the minefields, Molly tried to make friends with other wealthy women. However, they considered her an ignorant country girl with poor speech and manners. She took a trip to Europe by herself in the hope of getting accepted by women in high society.

Molly's return trip to America was aboard the first voyage of the *Titanic*. It was interrupted when the ship struck an iceberg and started to sink. The new ocean liner was supposed to be unsinkable, but it quickly started to fill with water. Molly helped load women and children into one of the lifeboats. The rich women were dressed for dancing and dinner. Molly was wearing a huge fur coat. It was perfect for sitting on the ocean next to an iceberg. The people in the lifeboat, Molly included, were trying to escape from a sinking ship.

Molly used her coat as a blanket to cover cold and shivering women and children. Molly is said to have pulled out a cowboy pistol when the passengers were afraid and the crew was unwilling to row. They quickly decided to calm down and row. Molly herself helped row the boat to keep away from the sinking ship. Her courage and spirit made her a heroine on two continents. However, despite all her good deeds, she was never accepted by wealthy women.

1. From the context of the passage, what is the meaning of **heroine**?
 - a. male hero
 - b. wealthy person
 - c. female hero
 - d. cowgirl
2. From the context of the passage, what is "high society"?
 - a. a group of wealthy people who have been rich a long time
 - b. a group of miners
 - c. people who own boats
 - d. people who have just become rich
3. Why did the frightened crew start to row the lifeboat?
 - a. They were bored with sitting there.
 - b. They wanted to go back to England.
 - c. Molly pulled out a pistol.
 - d. Molly offered them money.
4. According to the passage, why did Molly go to Europe?
 - a. She was bored and wanted to learn to read.
 - b. Molly wanted to be accepted by other wealthy women.
 - c. She liked fine art and music.
 - d. Her husband was mining, and she wanted to spend some money.

THE FEMALE PAUL REVERE

Paul Revere began his famous ride on the 18th of April in 1775. Sybil Ludington made hers on the 26th of April in 1777. The American Revolution had begun, and the British were trying to end the rebellion. Sybil's father led **volunteer militia** living in a large area in western



New York. Sybil was his high-spirited sixteen-year-old daughter and the oldest of twelve children. The family was informed that British troops intended to burn a nearby town. She offered to ride out and alert her father's troops in their homes. The soldiers were to gather at her father's home, ready to defend the town.

Sybil took to her horse at 9:00 p.m. and rode all night until daybreak. She traveled through the dark, stormy night on a forty-mile route. She rode through many small neighboring towns. In villages and at lonely farmhouses, this brave girl woke up her father's citizen soldiers. She told them of the burning town. She could see the flames as she rode along on part of her route. Sybil was exhausted from her ride and from a fight with a thief who tried to rob her. She returned home drenched to the skin, but she was successful in alerting the four hundred men of her father's command. Her night ride was twice the distance of Paul Revere's. Although the town was burned, Sybil's courage was admired by many people. These included her father's men, her neighbors, and her father's commander, General George Washington. And don't forget, Sybil was just a teenager!

1. How many years later than Paul Revere did Sybil Ludington make her ride?
 - a. about ten years
 - b. about one year
 - c. about two years
 - d. about twelve years
2. What problems did Sybil encounter on her ride?
 - a. She was attacked by a thief.
 - b. Her horse ran away.
 - c. The weather was wet and stormy.
 - d. both a and c
3. From the context of the passage, what is the best meaning of **volunteer militia**?
 - a. farmers
 - b. professional soldiers
 - c. firemen
 - d. soldiers from the local communities
4. Which event occurred second?
 - a. Sybil rides to warn the volunteer militia.
 - b. Sybil is honored for her courage during the ride.
 - c. Sybil's family is warned that the British intend to burn a local town.
 - d. Sybil fights off a thief.

HE LOVED HIS MOTHER

The year was 1920 and Harry Burn, a twenty-four-year-old member of the Tennessee **legislature**, had a problem. There was an issue that was facing the nation. It was the much-debated question of the right of women to vote. For more than eighty years, women who wanted the right to vote had pressured leaders in the nation. The idea now had the support of most women and some men. Congress had voted. They decided to send a constitutional amendment to the legislatures. It was up to the forty-eight states to approve it.



If the legislatures of thirty-six states did not agree to the amendment, many men in the country could breathe easily. They thought the issue might go away. Harry Burn's problem was that thirty-five states had already approved the change. The only state remaining where the amendment had any chance was Tennessee. The Tennessee lawmakers split evenly at forty-eight in favor and forty-eight against. Harry's was the last undecided vote. Harry himself didn't much **favor** the idea of women voting. However, his mother had written him a letter begging him to "be a good boy." She wanted him to approve the new law.

After much soul searching, Harry Burn cast his vote in favor of the bill. Tennessee became the thirty-sixth state to approve the change. The right of women to vote was now the law of the land. Harry truly proved his love for his mother on this day.

1. From the context of the passage, what is the best synonym for **favor**?
 - a. reject
 - b. approve
 - c. debate
 - d. decide
2. What would have happened to the amendment if Harry Burn had not voted to approve it?
 - a. It would have passed anyway.
 - b. The idea of women's suffrage would be forgotten.
 - c. Some other state would have passed the amendment.
 - d. The amendment would have failed, and women would not have had the right to vote at that time.
3. Which of the following is a fact and not an opinion?
 - a. Everybody should have the right to vote.
 - b. Only tall people should have the right to vote.
 - c. The amendment gave women the right to vote.
 - d. Men's votes are more important than women's votes.
4. From the context of the passage, what is the meaning of **legislature**?
 - a. a place where laws are made
 - b. a place where women vote
 - c. a kind of law
 - d. a job in Tennessee

The Rosetta Stone

One of the first written languages came from the very old societies of Egypt. This Egyptian writing is called **hieroglyphics**. These were symbols carved on stone buildings or statues. They were sometimes written on a kind

of paper made from reeds. Over time, the symbols for simple objects, such as spears or buildings, slowly changed to symbols for words. This change allowed more detailed ideas to be expressed in writing. The problem was that the actual meaning of the words carved on tombs and other buildings from long ago could not be read later, even by experts in languages. A few pictures sometimes seemed obvious in their meaning. Nobody knew how the language was organized. They could only guess at the meanings of most of the words and pictures.



The discovery of the Rosetta Stone in 1799 by a French army officer changed the situation. The stone was found in the Nile Delta. This stone led to an understanding of this ancient Egyptian writing. The stone was carved with a copy of an order announcing a new Egyptian ruler. The stone was partly damaged, but the writing was clear enough to be seen. The stone recorded the same message in three different languages. One was in hieroglyphics. One was written in a simpler form of the same language, and one was in Greek. Because ancient Greek was a language known to scholars, the two other languages could then be decoded. In 1822, a French expert in languages **decoded** both

Egyptian languages. This breakthrough made it possible to read the words on other tombs, buildings, and papers written by ancient Egyptians.

1. From the context of the passage, what is the best meaning of **hieroglyphics**?
 - a. Egyptian writing using symbols and pictures
 - b. ancient Greek
 - c. stone writing
 - d. old English writing
2. From the context of the passage, what is the meaning of **decoded**?
 - a. to look at a language
 - b. to write the language
 - c. to translate the language into another language
 - d. to write a new language
3. From the context of the passage, what is the Rosetta Stone?
 - a. a rock with writing in three languages
 - b. a kind of Greek language
 - c. a form of simplified hieroglyphics
 - d. a French stone
4. What was the most important effect of the discovery of the Rosetta Stone?
 - a. Egyptian hieroglyphics were translated.
 - b. People learned to speak modern Egyptian languages.
 - c. Ancient Greek could now be translated.
 - d. all of the above

THE MAUSOLEUM OF HALICARNASSUS

About 2,400 years ago, Halicarnassus was the leading city in a small kingdom called Caria. It was located in what is now the nation of Turkey. King Mausolus ruled over the area for about twenty years. He had a rather quiet and unimportant reign. It was marked by only two interesting events—his marriage to his sister and his death.



It was common in Caria and other places in the ancient world for leaders to marry their sisters. This made it possible for them to keep power and wealth in the family. Artemisia, the king's wife, truly loved and even adored her husband. When the king died, she decided to build a tomb for him as a great honor to his memory. The Mausoleum of Halicarnassus was the result. It was considered one of the seven wonders of the ancient world.

The queen hired the best sculptors, designers, and builders from Greece. They built a marble tomb about 100 feet square and 140 feet high. It included a row of thirty-six columns. There was a twenty-four-step pyramid. A marble chariot with four horses sat at the top. There were dozens of beautifully carved statues around the temple. There were many detailed and colorful carvings of battles.

The building was actually finished after the death of the queen. She died two years after her husband and was buried in the same tomb. Their monument survived for more than 1,700 years. A series of earthquakes destroyed the building about 600 years ago. The word *mausoleum* has entered the language as a word meaning "large tomb."

1. Who was Artemisia?
 - a. the wife of King Mausolus
 - b. the sister of Mausolus
 - c. a person entombed in the mausoleum
 - d. all of the above
2. How many years did the mausoleum survive?
 - a. nearly 17 years
 - b. more than 1,700 years
 - c. more than 2,300 years
 - d. about 600 years
3. From the context of the passage, what is a mausoleum used for?
 - a. a temple
 - b. a large burial tomb
 - c. a palace
 - d. a place to display sculptures
4. Which of the following is an opinion and not a fact?
 - a. King Mausolus was entombed about 2,350 years ago.
 - b. King Mausolus was married to his sister.
 - c. An earthquake destroyed the Mausoleum at Halicarnassus.
 - d. King Mausolus was a great leader.

THE INVENTION OF BASKETBALL

Most sports don't have a specific date or place where they were invented. They often developed over many years from child's play or community games. Basketball, however, was invented in December 1891 by Dr. James Naismith. He was a physical education teacher at a school that is now known as Springfield College in Massachusetts. He believed that there needed to be an indoor game that could be played in the



evenings and during the cold, snowy months of winter. Football was too rough to play inside. In addition, the offense in football could run with the ball. This required the defense to tackle and play rough. Football was a very dangerous college sport before the invention of modern protections, such as helmets and pads. Many college players were killed or badly hurt in the early years of football. However, the basic idea of basketball is that it is to be played with skill rather than roughness.

The **original** game used seven men on each side and two peach baskets into which a ball was shot. The early game quickly became popular with college students. Oftentimes, there were many players on each side. The ball could not be kicked or carried. If a basket was made by one side, "time" was called while the ball was taken out of the basket by a coach or player with a ladder. By 1897, the game had changed, and five players were on each side. By 1912, the modern hoop, made of net with an open bottom, had replaced the peach baskets. Dr. Naismith laid out thirteen original rules for the game. Twelve of the rules are still used in the game today.

1. Which was not a reason for the invention of basketball?
 - a. Football was too rough and dangerous.
 - b. Basketball could be played indoors in cold weather.
 - c. Tall athletes needed a game to favor them.
 - d. Students needed safe, energetic exercise.
2. What can you infer was the reason peach baskets were replaced with hoops?
 - a. The players didn't have ladders.
 - b. Stopping to retrieve the ball after a basket was made slowed down the game too much.
 - c. There were too many players in some games.
 - d. There weren't enough peach baskets.
3. From the context of the passage, what is the best meaning of **original**?
 - a. invented
 - b. developed gradually
 - c. the beginning or the first of something
 - d. a copy of something
4. How do you know that the basic idea of basketball has not changed?
 - a. Nearly all of the basic rules have stayed the same.
 - b. You still may not carry the ball.
 - c. It still uses a peach basket.
 - d. both a and b

LAURA INGALLS WILDER: PIONEER AUTHOR

In 1930, a daughter of pioneers decided to write the story of her frontier life. She was sixty-seven years old. She wanted schoolchildren to understand how people lived during America's early days. In her first book, Laura Ingalls Wilder describes life growing up in a log cabin in the woods. The book was a great success. Wilder went on to publish seven more *Little House* books.

Wilder describes moving west in a covered wagon, as well as her life on the prairie. She describes living in a sod house on the plains. Wilder tells of thousands of hungry grasshoppers destroying their crops. She recalls the bitter cold winter on the plains. She helped her father twist hay to use as fuel for their fire because there was no wood to burn.

The **author** describes her father's job building a railroad across the plains. Wilder painfully remembers her sister Mary's fever, which led to her blindness. She recalls her own work sewing buttons in a store. *These Happy Golden Years* describes her experiences as a young schoolteacher in a one-room schoolhouse. Wilder even describes her own romance with the young man who became her husband. *Farmer Boy* tells the story of his boyhood on a farm.

Wilder's words paint a true picture of pioneer life on the frontier. They tell of the simple joys of family activities. They help readers experience education in a small country school. They record the heartbreaking pain and the dangers of the frontier. Each of her stories explains the sacrifices made by people who wanted to own their own land and home. Her books celebrate the pioneer spirit, which is an important part of America's history.



1. From the context of the passage, which is the best synonym for **author**?
 - a. writer
 - b. artist
 - c. teacher
 - d. actor
2. Why did Laura and her father twist hay?
 - a. They fed it to the cows this way.
 - b. They burned it for heat.
 - c. They used it to keep their beds warm.
 - d. They wanted to store it for the summer.
3. Which of the following did Wilder describe about her life?
 - a. life on a farm in the woods
 - b. life in a prairie home
 - c. life on the plains
 - d. all of the above
4. Which of the following is an opinion and not a fact?
 - a. Wilder wrote her stories in longhand.
 - b. Wilder's daughter typed her manuscripts.
 - c. Wilder wrote interesting stories.
 - d. Wilder's stories were about her own life.

FOOD ON THE MAYFLOWER

On September 6, 1620, a group of 102 passengers, including the Pilgrims and a few other families, set out from England to cross the Atlantic Ocean. They sailed on a crowded wooden ship called the *Mayflower*. The voyage took sixty-six days to reach the shore of what is now Massachusetts. The passengers slept and ate while crowded together in the main cabin. They rarely washed their hands and never bathed or changed their clothes.



Their hair and clothes

were covered with lice, fleas, and roaches. They also brought along farm animals, which added to the smell and filth of the voyage.

The travelers ate moldy green cheese, dried peas, salty beef, and dried fish. They fought to keep the mice and rats on the ship away from these foods. They sucked on rock-hard biscuits to make them soft enough to swallow. The biscuits often had tunnels in them made by maggots. The voyagers also ate dried vegetables, such as turnips, parsnips, onions, and cabbages. One of their favorite foods was dried ox tongue.

The travelers used some spices, such as ginger and cloves, to cover up the taste of spoiled food. To overcome the salty taste, they drank beer, wine, and ale. Even the children drank these! Clean, fresh water was seldom available. On a few rare occasions, passengers were able to use fireboxes to make soup, dumplings, and oatmeal. Life aboard the *Mayflower* was no “picnic,” but all hoped for a better life in the new world.

1. Which of these was not a problem faced by the voyagers on the *Mayflower*?
 - a. The food was very salty and often spoiled.
 - b. The rats and insects got into their food.
 - c. They didn't have much fresh water.
 - d. They didn't have spices to season their food.
2. Where might the passengers have found fresh water?
 - a. in barrels on the ship
 - b. from rain falling on the ship during storms
 - c. from the Atlantic Ocean
 - d. in a refrigerator
3. What is the main idea of the passage?
 - a. The *Mayflower* passengers had a good trip to the new world.
 - b. The food on the *Mayflower* was not very pleasant to eat, but there was enough to survive on.
 - c. The *Mayflower* was a pleasure cruise for rich travelers.
 - d. There were 102 passengers.
4. From the context of the passage, what can you infer about the children on the *Mayflower*?
 - a. They made many sacrifices during the voyage.
 - b. They were spoiled by their parents.
 - c. They were better fed than adults.
 - d. They were treated to tasty foods.

THE LIBRARY AT ALEXANDRIA

The Library at Alexandria was founded by the rulers of Egypt. This was hundreds of years before the time of Christ. The library was the brain center of the ancient world. It held more written material than any other place on Earth at that time. Books were in the form of handwritten, rolled-up scrolls. Over the centuries, the rulers had copied, stolen, borrowed, and paid vast sums of money for these books. They had been collected throughout the world. These included the works of many different people and stories from many religions.



These handwritten works were very valuable and very expensive. More than half a million of these scrolls were stored in the library. These included writings in many languages.

But this library was not just a library. It was also a museum and learning center where many discoveries were made. In addition, it was a university where scholars from all over the world came to study. Many great thinkers, writers, and teachers studied there. The greatest woman teacher in the world at that time taught at the library.

Alexandria was the home of the library. It was a very active center of business and trade. People from many lands and cultures lived in this community. Unfortunately, the great library was damaged by mobs at different times. It was burned several times and finally left in ruins.

1. What other functions were also served by the Library of Alexandria?
 - a. museum
 - b. marketplace
 - c. university
 - d. both a and c
2. From the context of the passage, what can you conclude about scrolls?
 - a. They were expensive.
 - b. Scrolls were written in many languages.
 - c. They came from many cultures.
 - d. all of the above
3. Books in the library collection were published in the form of
 - a. flat pages.
 - b. rolled-up, handwritten scrolls.
 - c. CDs.
 - d. electronic books.
4. What happened to the library?
 - a. It was burned several times.
 - b. It ran out of books.
 - c. The city closed the library.
 - d. both a and c

John Adams Defends British Soldiers

In 1768, England sent troops to Boston to help collect taxes on tea, glass, paint, lead, and paper. They were ordered to guard the building where taxes were collected. On March 5, 1770, a loud and angry mob of sailors and workingmen rioted in front of that building. The soldiers opened fire only after they were insulted, hit with snowballs, and threatened with violence. Five men in the mob were killed, and six others were injured. The colonists were very angry. They called it a **massacre**, even though only a few rioters were killed.



No lawyer in the city wanted to anger his fellow citizens by defending the soldiers. John Adams was a lawyer who opposed the new taxes. However, he accepted the job because he believed that every citizen had a right to a fair trial. He felt this included the soldiers who were only following orders. Adams told the jury that the soldiers were endangered by the mob. Therefore, they had a right to shoot in order to defend themselves.

The officer in charge was found innocent. The jury didn't believe he ordered his men to fire on the mob. Adams even got the two soldiers who were found guilty of murder free because of a strange loophole in the law. All he had to prove was that the men could read. He was able to prove this, and they were freed. John Adams went on to become a leader in the struggle for America's freedom from England.

1. From the context of the passage, what can be inferred about the character of John Adams?

- a. He wanted to make money.
- b. He was a dedicated and capable lawyer.
- c. He wanted people to pay their taxes.
- d. He wanted to be a judge.

2. Why did John Adams defend the unpopular British soldiers?

- a. He received a large fee from the British.
- b. He wanted to run for public office.
- c. He thought the soldiers were entitled to fire on the citizens.
- d. He thought all citizens were entitled to a fair trial.

3. Which of the following best describes the meaning of **massacre**?

- a. a snowball fight
- b. the killing of many people
- c. a murder
- d. a riot

4. Which terms best describe the character and personality of John Adams?

- a. honorable and clever
- b. devious and mean
- c. angry and cruel
- d. tricky and cheap

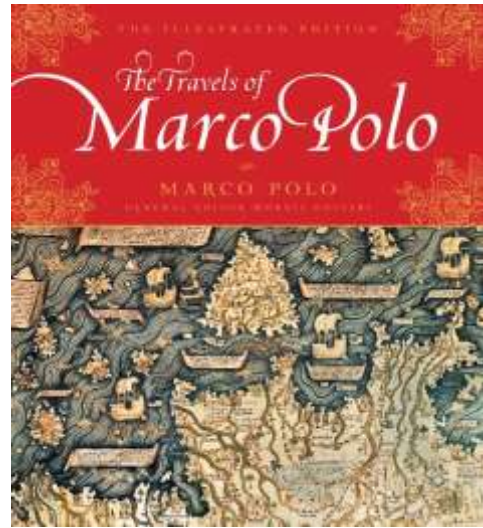
THE TRAVELS OF MARCO POLO

In 1271, Marco Polo, a seventeen-year-old teenager, traveled with his father and uncle on a journey to China. They went to the court of Kublai Khan. The journey took three and a half years. It was filled with dangers, including bandits and bad weather. The men traveled through blazing hot sand and wild lands. They crossed high mountains and a huge desert. Marco kept careful journals of all that he saw and many of the stories he heard.

After his return, Marco talked to a writer about his journey. He described things people had never seen or heard about. His story was published as *The Travels of Marco Polo*. He described great palaces, rich princes, and things never experienced in Europe. He said that he had seen burning rocks, which we call coal today. He told of oil seeping from the ground. He said it was used for lighting and medicine. He explained the use of paper money in China long before other nations used this kind of money. Marco explained how the Great Khan kept his empire united under his control by using a fast mail system.

Letters and orders were sent by a pony express across the kingdom. Marco talked of gold-covered temples and kings with piles of pearls and rubies. He described the rhinoceros and crocodile among other animals new to Europe. The long-time traveler told many tales of the people he met and their customs.

The Polos were finally allowed to leave China as **ambassadors** for the Khan. They delivered a princess from the Khan as a bride for a king. Many readers thought Marco's stories were made up, but most of the things Marco Polo said he saw have been proven to be true.



1. From the context of the passage, what are ambassadors?
 - a. people who represent a king or a country
 - b. writers of fairy tales
 - c. rich men
 - d. noblemen
2. What dangers did the Polos encounter on their trip to China?
 - a. robbers
 - b. bad weather and hot deserts
 - c. high mountains
 - d. all of the above
3. From the context of the passage, what can you infer about the tales Marco told?
 - a. The stories were entirely made up.
 - b. Marco Polo was angry at Kublai Khan.
 - c. The stories told by Marco were very likely true.
 - d. Marco Polo never went to China.
4. Which event occurred first?
 - a. Marco Polo returned to Venice.
 - b. Marco traveled over many mountains to reach China.
 - c. The Polos delivered a princess to a king.
 - d. Marco kept a journal of his travels.

AN UNUSUAL PHARAOH

Akhenaten came to power as the pharaoh of Egypt about 3,340 years ago and ruled for nearly eighteen years. He was an unusual leader. He created a lot of anger and distrust among the priests, leaders, and common people of his land. He was not like the other rulers before him. He did not spend his time trying to please all of the many gods of his country's religion. He was **devoted** only to a less



important god known as Aten, the sun god. The symbol of this god was a sun on a round disk without a face. The circle was sitting high in the sky. This god did not have very many myths, stories, and beliefs about him. Many other gods had more stories and more people who worshipped them.

Akhenaten and his wife were determined to change the religion to worship this one god instead of the many gods. The pharaoh was the top religious leader in the land. Many of his subjects and most of the priests felt that he was putting the nation in danger by making all of the other gods angry. However, the determined king built a new capital city dedicated to Aten. He and his wife were very determined to change the minds of his people.

How Akhenaten died is a mystery. Some historians think he may have been killed by enemies who disliked his new city and new religion. Others think he may have died of illness or some other natural cause. After his death, the next ruler and the priests quickly returned to the old capital city and the old religious practices. Akhenaten was the father of King Tut, who died at a young age.

1. Which of the following would be the best title for the passage?
 - a. "Gods and Pharaohs"
 - b. "Aten's Pharaoh"
 - c. "High in the Sky"
 - d. "The Mysterious Death"
2. From the context of the passage, who would most likely be referred to as **devoted**?
 - a. a friend
 - b. a leader
 - c. a believer and follower
 - d. a king
3. What would a determined ruler be likely to do?
 - a. do exactly what his predecessors did
 - b. do things his own way, regardless of criticism
 - c. look for fights
 - d. do what is expected of him
4. According to the passage, who was related to Akhenaten?
 - a. King Tut
 - b. a Greek queen
 - c. Aten
 - d. both a and b

A NUMBER CHALLENGE

Suppose your teacher gave you an assignment to add all of the numbers from 1 to 100 without using a calculator. How long do you think it would take? You could do it in about 30 seconds.

Here's how: Add 1 plus 100, which equals 101. Add 2 plus 99, which equals 101. Add 3 plus 98, which also equals 101. You are adding 50 pairs of numbers, which all equal 101. Therefore, you can multiply 50 times 101. This equals 5,050. Multiplication, of course, is simply a fast method of addition when you use the same numbers.

The mathematician who worked out this particular problem was named Carl Gauss. He lived from 1777 to 1855. As a college student, he discovered that a seventeen-sided figure could be drawn with just a compass and a ruler. This was thought to be impossible.

During his lifetime, Gauss made many discoveries in the study of numbers and shapes. He studied the use of statistics. This is the science of collecting, using, and studying information from real events in life. Gauss also studied stars and planets. He became famous for discovering the orbit around the sun of the asteroid Ceres. See if you can add all the numbers from 1 to 100 in less than 30 seconds! Maybe you, too, will become a scientist or math expert!

1. Which of the following is an example of statistics?
 - a. determining World Series scores since 1920
 - b. estimating barrels of oil sold by a company in a year
 - c. figuring out grades a student gets over the course of a year
 - d. all of the above
2. From the context of the passage, what can you infer about Ceres?
 - a. No one had known about its orbit until Gauss.
 - b. Ceres is a part of our solar system.
 - c. Ceres travels through a solar system and never returns.
 - d. both a and b
3. Which word in the passage refers to “the study and use of numbers”?
 - a. astronomy
 - b. data
 - c. physics
 - d. statistics
4. Which number would be added to 91 in the pattern described in the first paragraph?
 - a. 0
 - b. 21
 - c. 10
 - d. any number

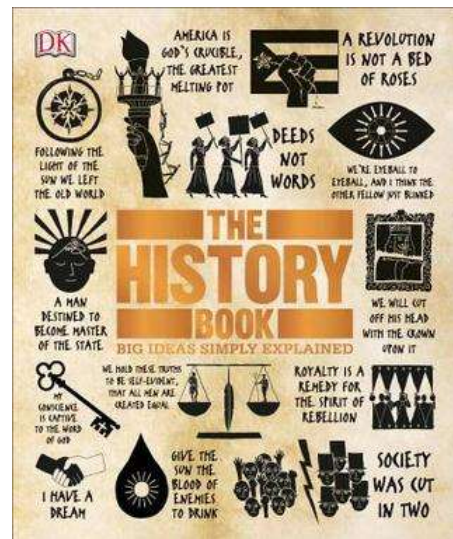
THE HISTORY OF THE BOOK

The first writing began with the Sumerians about 5,500 years ago. It was done on rectangular clay blocks. Most of the time this writing contained lists of materials or words. Writing in Egyptian symbols was done on papyrus about 5,000 years ago. Papyrus was made from reeds that grew in the water. These sheets of papyrus were rolled around wooden poles. Several **scrolls** of this type made a book. Later, smaller rolls of papyrus were used. They could be unwound and studied.

The Greeks got their papyrus from a port city called Byblos. They used rolls of papyrus, but they also developed the idea of folding papyrus leaves together and binding them with a kind of string or thread. They used the name of the port, Byblos, for these bound sheets of folded paper. The word *bible*, meaning “book,” has come to us through that city’s name.

People in northern India wrote on sheets of birch bark and collected written sheets in wooden boxes. The Chinese used bamboo tablets until about 2,200 years ago when they developed scrolls made of the by-products of silk production. Some Middle Easterners wrote on animal skins. This leather parchment was invented about 2,165 years ago. The sheets were folded to look somewhat like our modern books.

The invention of the printing press changed books forever. No longer did books need to be written by hand. The folded sheets attached within a hard cover changed life for all readers.



1. Which of these materials served as a form of paper?
a. papyrus b. parchment c. birch bark d. all of the above
2. From the context of the passage, what is a scroll?
a. a dessert b. a kind of book rolled around a cylinder
c. a port d. a printing press
3. Which of these phrases best describes a modern book?
a. a scroll c. folded sheets attached within a durable cover
b. birch bark d. a printing press
4. From the context of the passage, what can you infer about all ancient books?
a. They were all written on papyrus. b. They were inexpensive.
c. They were harder to use. d. all of the above

FEMALE PIRATES

Women were rarely allowed on pirate ships, except when they were captured from other ships. They became part of the stolen treasure of gold, food, and weapons. A few women did choose to become pirates.



They usually pretended they were men by dressing in men's clothes and fighting with swords and pistols just like male pirates. Some were even married to male pirates.

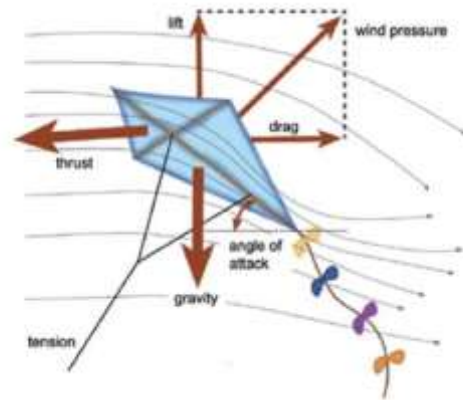
A Swedish princess ran away from an unhappy marriage and became a pirate more than twelve hundred years ago. Grace O'Malley, an Irish lady from a noble family, had her own fleet of pirate galleys propelled by oars and sails. She attacked many treasure ships sailing in the Atlantic Ocean in the 1500s. She lived a long life and died at the advanced age of seventy-three.

Two of the most famous female pirates sailed on John "Calico Jack" Rackham's ship. Mary Read had been serving in the British army as a soldier when her ship was captured by Rackham. She promptly joined his crew and became famous as a ferocious pirate warrior. Mary was an expert with the cutlass (a short, thick, curved sword). She also fought sword duels with fellow pirates when she was angry. Anne Bonny, on the same ship, left her husband to join Rackham. She carried a short ax, two pistols, and a sword. Both women were sentenced to hang when their ship was captured by the British navy. Mary died of illness in jail, and Anne disappeared after she was pardoned by the authorities. A pirate's life may have been full of adventure, but it didn't always end that way.

1. Which of the female pirates had served as a British soldier?
 - a. Anne Bonny
 - b. Mary Read
 - c. Grace O'Malley
 - d. Alwilda
2. Which of the following is the best summary of the passage?
 - a. Mary Read and Anne Bonny were successful pirates.
 - b. Female pirates were rare but interesting people.
 - c. No female pirate was ever captured.
 - d. Female pirates didn't know how to fight.
3. Which of these sentences is an opinion and not a fact?
 - a. There were some female pirates.
 - b. Women did not make good pirates.
 - c. Female pirates sometimes dressed in men's clothing.
 - d. Some female pirates fought sword duels when they were angry.
4. Which word refers to "a ship propelled by oars and sails"?
 - a. cruiser
 - b. cutlass
 - c. galley
 - d. fleet

KITES

Kites are among the oldest inventions (and toys) of humankind. They have been around for at least 3,000 years since their invention in China. Although they have always been playthings for children and adults, they have been used for more serious purposes, as well. In China and some other Asian countries, kites have been used for fishing. Instead of just using a fishing pole, the fisherman flies a kite far out over the water with a fishing line, hook, and sinker dangling from the kite. When a fish bites, the kite is jerked upward by the kite-flying fisherman. The fish becomes airborne and then is pulled in as the kite is brought back to shore. Flying kites at night to ward off evil spirits is also a practice that dates back to ancient times in China.



Kites have been used as signaling devices for armies and for ships. A few were built to support a person who was carried as a spy flying over the army of an enemy.

The inventor of the telephone, Alexander Graham Bell, created a new kind of kite, the tetrahedral kite. It is made of four triangular sides. Bell used very light balsa wood to make his kites. He even designed a boat in the same triangular shape to pull his huge kites. He was able to carry a 220-pound man on the kite that he pulled into the air using the boat. Kites are still popular playthings in many parts of the world for children of all ages with their eyes on the skies. When is the last time you flew a kite?

1. Which word in the passage means “a flying object”?
 - a. tetrahedral
 - b. balsa
 - c. ancient
 - d. airborne
2. How many sides are on a tetrahedron?
 - a. one
 - b. two
 - c. four
 - d. six
3. Which is the best topic sentence in the passage?
 - a. paragraph one, last sentence
 - b. paragraph two, last sentence
 - c. paragraph one, first sentence
 - d. paragraph two, first sentence
4. From the context of the passage, which is a synonym for **toys**?
 - a. playthings
 - b. dangling
 - c. flying
 - d. balsa

PRESIDENTIAL PETS

Like the people they represent, American presidents and their families have been fond of pets. John Quincy Adams once kept an alligator in the White House for several months. It belonged to a visiting French hero. His wife kept much calmer company. She raised silkworms and fed them mulberry leaves. Abraham Lincoln's family kept rabbits and two goats.



Franklin D. Roosevelt liked dogs. He grew up surrounded by them. After spending seven years in the White House, the president was given a dog as a gift. It was a Scottie that he nicknamed Fala. The president made Fala famous in one of his speeches. The Secret Service called Fala "The Informer" because when it was seen on secret trips, people knew the president was nearby. President Coolidge's office was home to a raccoon named Rebecca. He also kept a wallaby, a black bear, lion cubs, and thirteen Pekin ducks. William Henry Harrison kept both a cow and a billy goat. Thomas Jefferson loved his pet mockingbird. President Taft kept a cow on the White House lawn.

The champion pet keepers were the family of Theodore Roosevelt. At one time or another, they had a badger and five bears, including a cub that was the model for the original "teddy bear." They also kept a lion, a hyena, a wildcat, a barn owl, various snakes and lizards, a coyote, a pony, and a zebra. It takes a lot to entertain six children!

1. Which president mentioned his dog in a speech?
 - a. Theodore Roosevelt
 - b. Franklin D. Roosevelt
 - c. John Quincy Adams
 - d. Abraham Lincoln
2. Which presidential family had the widest variety of pets?
 - a. Abraham Lincoln
 - b. Franklin D. Roosevelt
 - c. Calvin Coolidge
 - d. Theodore Roosevelt
3. Which president kept a pet for a visiting hero?
 - a. John Quincy Adams
 - b. George Washington
 - c. William Howard Taft
 - d. Abraham Lincoln
4. What is the author's purpose in writing the passage?
 - a. to inform the reader
 - b. to amuse the reader
 - c. to explain politics to the reader
 - d. both a and b

THE ICEMAN

One of the greatest discoveries in the study of man's history was the uncovering of the frozen body of a man in 1991. He was soon called "The Iceman." The body had been well **preserved** by ice in the glacier-covered Alps for about 5,300 years. The man lived in a period called the Copper Age.



Among the possessions found with the hunter were a copper ax, flint arrowheads, a wooden bow, fourteen arrows in a leather quiver, and bark containers. He carried a pouch with mushrooms and a fungus. These were probably used for medicine. He wore a bearskin hat, a goatskin coat, leather shoes, and a belt. He also wore a grass cape that appears to have been warm and able to shed water during rain or snowstorms.

Scientists studying the body have determined that he was probably in his late 40s and was about 5 feet, 2 inches tall. The man had broken several bones in his life. He suffered from arthritis and his lungs were black from smoke. He would have inhaled smoke from cooking fires all of his life. The hunter had recently been shot in the left shoulder by an arrow, which probably caused his death. He had tattoos on his back, knees, ankles, and wrist. They were made from rubbing charcoal into small cuts in the skin. These may have had some tribal importance. They might have been related to a religious practice or been personal body decorations.

1. From the context of the passage, what is the meaning of **preserved**?
 - a. kept from decaying
 - b. used for cooking
 - c. to be afraid of animals
 - d. dried in dirt
2. From the context of the passage, what can you infer a quiver is used for?
 - a. a place to keep medicine
 - b. a case used to hold arrows
 - c. a way to stop trembling
 - d. a piece of wood
3. Which of the following might a scientist conclude from a study of the Iceman and his belongings?
 - a. People of his time knew how to use animal skins for clothing.
 - b. Hunting was of major importance in the lives of these people.
 - c. People suffered from wounds and diseases.
 - d. all of the above
4. Which of the following facts would support the proposition that life was very dangerous for people in the time of the Iceman?
 - a. The Iceman had several broken bones.
 - b. The Iceman was wearing tattoos.
 - c. The Iceman's last meal had included meat and wheat.
 - d. The Iceman wore a bearskin hat.

ATTEMPTED PRESIDENTIAL ASSASSINATIONS

There have been several unsuccessful attempts to shoot presidents in the last two hundred years. In January 1835, an out-of-work house painter aimed a single-shot pistol at Andrew Jackson. The president was on his way to a funeral service. Luckily, the gun misfired. The sixty-seven-year-old former general charged his attacker who pulled another pistol and fired again. It too failed to fire. Jackson grabbed the would-be shooter and started hitting him. He had to be pulled away from the surprised gunman.



In 1912, Theodore Roosevelt was running for another four-year term as president. He was about to speak to a large group. An unknown man rushed out of the crowd and shot him in the chest at close range. The bullet **plowed** into the thick, folded speech Roosevelt had planned to deliver. It then hit his metal glasses case before it entered his chest. Although wounded and in pain, Roosevelt refused to go to the hospital until he had given his speech.

Two men tried to kill President Truman in a house where he was staying. One man was killed and the other was wounded by Secret Service agents. Truman was unhurt. Two mentally disturbed women tried to shoot President Ford. This was within seventeen days of each other in September 1975 in California. Both were arrested. Ford was not hurt. A mentally ill young man did wound President Reagan in 1981. Fortunately, Reagan recovered rapidly.

1. From the context of the passage, what is the best meaning of **plowed**?
 - a. to fall to the ground
 - b. to bounce off
 - c. to pass through
 - d. to move forcefully through something
2. From the context of the passage, which is the best synonym for **recovered**?
 - a. fell
 - b. healed
 - c. moved
 - d. spoke
3. Which president was shot at the White House?
 - a. Harry Truman
 - b. Gerald Ford
 - c. Theodore Roosevelt
 - d. none of the presidents
4. Which piece of information supports the proposition that Andrew Jackson was courageous?
 - a. Jackson attacked the would-be assassin.
 - b. Jackson was on his way to a funeral service.
 - c. Jackson owned a plantation.
 - d. both a and b

AMERICA'S FORGOTTEN WARRIORS

Thousands of African Americans served in the Union army during the Civil War. Most of these soldiers went back home after the war. However, about 2,000 of them chose to join "colored" units. They were put together as groups of mounted soldiers. They learned to ride horses with skill. The units were sent to the frontier west of the Mississippi River. There, these horse soldiers protected the interests of the country and defended white settlers in that dangerous land. They planted telegraph poles and strung hundreds of miles of telegraph line. They defended railroad workers who were laying railroad tracks against American Indian attacks. The soldiers worked as lawmen in the wild open spaces. They captured outlaws and cattle thieves. They were not trained in mapmaking, and some could not read. However, they drew careful and detailed maps of large areas of the West. These maps drew people from the



settled states to move west and build homes and farms.

The men were nicknamed "Buffalo Soldiers" as a sign of respect by the American Indians. These warriors recognized the soldiers' courage and skill. At the same time, these African American soldiers were often treated with disrespect by some of their white officers. They were also not respected by many white settlers. For thirty years, these soldiers helped provide the safety that led to the creation of eight western states. They rode thousands of miles in their duties. They fought in hundreds of battles against the native people of the

West. These soldiers suffered heavy losses in dead and wounded men. However, they were seldom honored by their country for their service or their courage.

1. Who nicknamed the African Americans as "Buffalo Soldiers"?
 - a. the general in charge
 - b. African American soldiers
 - c. white settlers
 - d. American Indians
2. Where did the soldiers serve?
 - a. east of the Mississippi River
 - b. west of the Mississippi River
 - c. Canada
 - d. New York
3. Which word refers to "wounded and killed soldiers"?
 - a. losses
 - b. natives
 - c. officers
 - d. settlers
4. Which statement can you infer is true?
 - a. White settlers and leaders always appreciated the Buffalo Soldiers.
 - b. The American Indians didn't respect the fighting ability of the Buffalo Soldiers.
 - c. There was mutual respect between many Buffalo Soldiers and American Indians.
 - d. The soldiers had black officers.

THE FIRST GREAT EMPEROR

In the year 221 BCE, the first great emperor of China united the nation and became the complete master of his kingdom. He called himself Qin Shi Huang (Chin Shee Whang). He was a tireless ruler, but he trusted no one. Qin created a new capital city for China. He created a single money system to be used by all of his **subjects** in all of China. He started a single, unified system of weights and measurements for everything. This even included the size of cartwheels.



Qin forced thousands of his subjects to work on his special projects. His most famous project is still visible today. He began building the 5,500-mile long Great Wall of China. The Great Wall cost so many lives that it was called “the longest graveyard in the world.” He also insisted on digging canals, building new forts, and fixing old roads. This emperor trusted no one. He even ordered the destruction of most of the books in the kingdom. These books included those of the great Chinese philosopher, Confucius. Many scholars buried their books to save them. However, if the king’s servants found the buried or hidden books, the owners were killed on the spot.

One of the emperor’s most secret projects was discovered in modern China. In 1974, a farmer accidentally fell into an underground tomb where he found an entire army standing in order. The army was made of terra cotta, a kind of clay. The emperor had more than 8,000 of these clay figures in his tomb. These included warriors, chariots, and horses. Surprisingly, scientists believe that there are even more of these clay figures that have yet to be discovered.

1. Which word refers to a kind of clay?
a. realm b. visible c. terra cotta d. executed
2. From the context of the passage, what can you infer from the description of the Great Wall of China?
a. The wall was very long. b. Many workers died during its construction.
c. It was used as a cemetery. d. Workers liked building the wall.
3. What was the effect of the emperor’s orders to destroy books?
a. Scholars took great risks to save their books.
b. Many writings of Confucius were destroyed.
c. Some books were hidden underground.
d. all of the above
4. From the context of the passage, what is the best meaning of **subjects**?
a. kingdom b. things a king studies
c. books d. people ruled by a king or emperor

LINCOLN'S MAN

Most people don't know this. President Lincoln paid a man to take his place as a soldier during the Civil War. The draft laws of that war allowed a wealthy man to pay another man to serve for him in the army. These men were either too old, ill, or unable to serve in the army. In 1864, Lincoln asked an assistant to find him a man of courage and honor to serve for him in the army.

His assistant happened to see John Staples walking along with his father on the streets of Washington. The assistant asked the young man, who was not yet twenty-one years old, if he would like to serve for Lincoln in the army. The man agreed, but his father had to give his approval, as well. The father soon agreed, and the young man was paid \$500 for his service. Staples had already served for another man earlier in the war when he was living in another state. After serving for a few months, he had become ill with a serious fever and had been discharged from the army in 1863.

Lincoln met Staples and his father, and he approved the choice. He told them that he hoped the young man would be one of the lucky ones. Staples rejoined the army on October 1, 1864, and served for a year. By then the war was over, and he returned to his home in Pennsylvania. Lincoln was shot a year later in April 1865. Staples died in 1888 of a heart attack at the age of forty-three. They are both remembered for their sacrifice and dedication.

1. Why would Lincoln want to pay a substitute to serve in the army for him?
 - a. As president of the United States, he should not put his life at risk.
 - b. He was required to find someone.
 - c. He wanted somebody who could shoot straight.
 - d. He wanted to embarrass his enemies.
2. Which of the following is an opinion and not a fact?
 - a. Lincoln wanted to set an example by hiring a substitute.
 - b. The cost of paying a substitute was too high.
 - c. Staples' father became a chaplain in his son's regiment.
 - d. Staples was not twenty-one when he became Lincoln's substitute.
3. From the context of the passage, which word means "a selection of people for military service"?
 - a. draft
 - b. discharged
 - c. substitute
 - d. assistant
4. Why did John Staples leave the army in 1863?
 - a. He had a heart attack.
 - b. He had a serious fever.
 - c. The war was over.
 - d. He wasn't happy.

THE FIRST FERRIS WHEEL

The directors of the 1893 Chicago World's Fair needed something special to mark their event. The Eiffel Tower had been constructed for the Paris World's Fair in 1889. Architects and engineers made many proposals for towers, but they really didn't hold anybody's interest. A bridge builder and engineer named George Ferris had a different idea. He wanted to create a monster wheel 250 feet tall. It would be a moving wheel with spokes like a bicycle. He intended to carry more than 2,000 people on each ride. Altogether, they would weigh more than 200,000 pounds.



Ferris convinced a very doubtful committee to let him build the wheel at his own expense. He built his huge wheel and then cemented two giant towers into the earth to hold the wheel. The axle that would hold the giant wheel weighed about fifty tons. Two powerful engines could turn the wheel with a huge chain near the edge of the wheel. The spokes of the wheel would hold thirty-six large wooden boxes. Each box could hold sixty people. The maximum number of people on the ride at one time was 2,160 people. The giant boxes had five glass windows on each side, and iron grills kept people from falling out. The entire wheel was 250 feet across. To make night rides more **impressive**, Ferris outlined the wheel with light bulbs, a recent invention. The first ride was taken on June 21, 1893, and was a huge success. It cost fifty cents. This was ten times the cost of a ride on a carousel. About 1.5 million people rode the Ferris wheel at the fair.

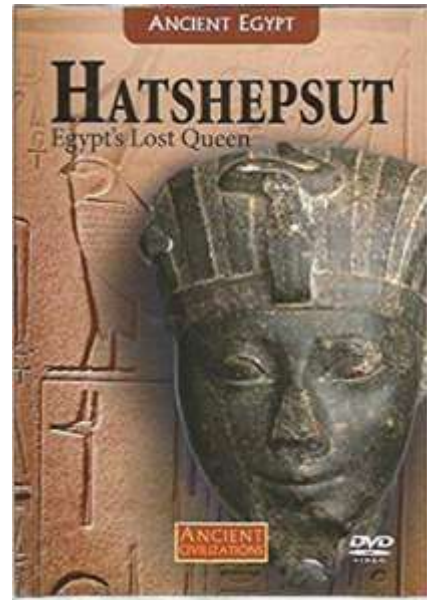
1. Which word refers to the “greatest number of people allowed”?
a. doubtful b. maximum c. cemented d. million
2. Which event occurred third?
a. convincing the committee to accept the Ferris wheel
b. riding on the Ferris wheel
c. planning for the Chicago World's Fair
d. building the Ferris wheel
3. What can you infer about the reasons the committee didn't immediately accept and support the idea of the Ferris wheel?
a. They didn't think it would work.
b. They thought it would hold too many people.
c. They thought it didn't cost enough.
d. both a and c
4. From the context of the passage, which is the best synonym for **impressive**?
a. towering b. remarkable c. ugly d. both a and c

HATSHEPSUT: THE LOST EGYPTIAN QUEEN

Queen Hatshepsut ruled in Egypt from 1479 BCE until 1458 BCE. She was the daughter of **Pharaoh** Thutmose I. He soon recognized her intelligence and curiosity. She was taught to read and write. She was trained to be the wife of a future pharaoh. In her early teens, she was married to her half-brother, Thutmose II. Arranged marriages between brothers and sisters were common for Egyptian kings and queens. It kept power in the family. Thutmose II was sickly. He died a few years after becoming a pharaoh.

Hatshepsut became the person in charge of Egypt while Thutmose III, her husband's son by another wife, was a child. Hatshepsut assumed the powers of a pharaoh. She even wore a false beard as a sign of her power. She sent a trading expedition to the famous kingdom of Punt. This quest returned with many riches. She waged one brief, successful war. She built many monuments, temples, and statues.

When Hatshepsut died, Thutmose III finally became pharaoh. He tried to remove every sign of Hatshepsut's existence. Her name was cut away from stone monuments. Her features were carved off statues. She was unknown until modern historians rediscovered the lost queen of Egypt.



1. From the context of the passage, what is the meaning of **pharaoh**?
 - a. a ruler
 - b. a person who rules a country in place of a child
 - c. a farmer
 - d. a person from another country
2. What can you infer about the feelings of Thutmose III from his actions?
 - a. He was in love with Hatshepsut.
 - b. He was angry at being denied his rightful place as pharaoh for so many years.
 - c. He wanted to destroy the people's memory of Hatshepsut.
 - d. both b and c
3. From the context of the passage, how can you tell that pharaohs were rarely women?
 - a. All of the pharaohs mentioned were men except one.
 - b. A beard was a sign of a pharaoh's position.
 - c. Women didn't know how to be pharaohs.
 - d. both a and b
4. Why did Egyptian rulers sometimes marry one of their sisters?
 - a. There were very few girls to choose from.
 - b. They wanted to keep power and wealth in the family.
 - c. They wanted their sisters to rule.
 - d. They wanted to have someone to do the cooking.

THE FORD MODEL T

Henry Ford decided to build a family car that working people could afford. His company first built the Model T in 1908. Like other new carmakers, Ford had made cars for the rich, selling as high as \$2,800. This was well beyond the money a regular American family could afford to pay for a car. The Model T was different. It was the first car that middle-class families could afford to buy. In 1908, it was priced at \$825. However, by 1924, the Model T sold for only \$260.



The Model T weighed 1,200 pounds. It carried a ten-gallon gas tank, and it had to be cranked to start the engine. Ford sold fifteen million Model Ts between 1908 and 1927. Ford's great success was based on his use of special methods where each worker placed just one part on each car. The car traveled along a moving belt with just one job for each factory worker. This was very different from the handmade cars built in the early 1900s. Ford also used interchangeable parts. This meant that any engine or wheel, for example, fit on any vehicle.

The prices of Ford's Model T dropped because of his less costly methods of production. He raised his workers' wages. Their lowest wage doubled to \$5 a day. The higher pay pushed up pay throughout many industries. This allowed workers in many factories to be able to afford to buy the Model T. Ford changed millions of lives with a single car and a single idea. What ideas do you have? They may be just as valuable!

1. Which of these was a special job in a factory making the Model T?
 - a. putting an entire engine together
 - b. placing a left rear wheel on an axle
 - c. tightening a nut on a wheel
 - d. both b and c
2. How many days would a worker have to work to afford the cheapest Model T?
 - a. 62
 - b. 560
 - c. 52
 - d. a lifetime
3. Which of these is an accomplishment of Henry Ford?
 - a. creating an inexpensive car
 - b. cutting wages in the auto industry
 - c. raising wages in the auto industry
 - d. both a and c
4. Which of these facts would be relevant to the passage?
 - a. Many business owners were angry when Ford raised wages.
 - b. The Model T came in both car and truck styles.
 - c. Women often cranked the Model T to get it started.
 - d. all of the above

THE GIBSON HOMER

The Los Angeles Dodgers began the 1988 World Series as underdogs. Although they had good pitching and solid players, their leader, Kirk Gibson, was hurt. He had injured both legs in the National League playoffs, and he was ill with a stomach virus. Gibson wasn't able to start. When announcer Vin Scully mentioned during the game that Gibson was nowhere to be found on the bench, Kirk sent a note from the locker room to Dodger manager Tommy Lasorda that he was available to pinch-hit. He then went to take some swings in the batting cage.



With a one-run lead in the bottom of the ninth inning, the Oakland Athletics brought in their ace relief pitcher, Dennis Eckersley, to hold the lead. They looked unbeatable. Eckersley got two quick outs, and Dodger fans were almost beyond hope as the game seemed about to be lost. Eckersley walked the next batter, Mike Davis, a respected power hitter, in order to face the light-hitting Dave Anderson who was in the on-deck circle waiting to bat.

Instead of Anderson, Kirk Gibson limped to the plate. He worked the count to three and two. He was barely able to rotate his body or hold the bat after two awkward swings. Following the advice of a coach, he was looking for a slider. It came. Gibson swung and drilled a line drive into the right field seats to win the game. Vin Scully's call said it all: "High fly ball to right field . . . she is . . . gone! In a year that has been so **improbable**, the impossible has happened." An **ecstatic** Gibson pumped his fist and limped home. The Dodgers won the series in five games. Dodger fans who remember this game still cheer with glee.

1. From the context of the passage, what is the best meaning of **ecstatic**?
 - a. extremely sad
 - b. uncertain
 - c. sorrowful
 - d. filled with joy
2. Which ball club does the author of the passage appear to favor?
 - a. Oakland Athletics
 - b. Los Angeles Dodgers
 - c. neither club
 - d. both clubs
3. From the context of the passage, what is the best meaning of **improbable**?
 - a. unlikely to happen
 - b. overwhelming odds in favor
 - c. best chance to win
 - d. impossible
4. Who is Vin Scully?
 - a. a baseball announcer
 - b. the manager of the Dodgers
 - c. the Oakland manager
 - d. an Oakland pitcher

HOMER PLESSY REFUSES TO GIVE UP HIS SEAT

Rosa Parks was not the first African American to refuse to give up her seat on a **segregated** public bus. In fact, the first “bus” was a city streetcar in New Orleans, Louisiana.


The year was 1892. A streetcar was a kind of small train running on rails along the streets of the city. Homer Plessy couldn’t find a seat in the “colored” section of the streetcar. He simply moved up to an empty seat in front, even though it was reserved for whites. The conductor of the car

immediately had Plessy arrested. He had violated a state law. This law forbade any mixing of the races in most public places. This included streetcars, hotels, and restaurants.

Plessy was as brave as Rosa Parks would be sixty-three years later. He challenged the legality of this state law. This law was the basic tool for enforcing the separation of the races throughout the South. However, the lower courts all ruled against him. They ruled that the state had a right to force these restrictions on African Americans. Homer didn’t quit. He took the case all the way through the court system. His final appeal was to the Supreme Court of the United States. This court has the responsibility for deciding if a law is valid under the U.S. Constitution. Plessy lost the decision. A nearly unanimous court ruled against him. The court said that segregation was legal because it offered “separate but equal accommodations.” That ruling would finally be overturned in the 1950s by another prominent Supreme Court case, *Brown vs. Board of Education*.

Homer Plessy

- 1/8 African-American
- Challenged the Jim Crow laws which set up separate but equal facilities in the South by boarding a train car for whites only
- Plessy v. Ferguson case in Supreme Court
- Lost case which promoted legal segregation



1. Which famous African American is being compared to Homer Plessy in the passage?

- a. Martin Luther King Jr.
- b. Rosa Parks
- c. Jackie Robinson
- d. none of the above

2. From the context of the passage, which of the following is closest in meaning to **segregated**?

- a. separate and apart
- b. illegal
- c. to have different jobs
- d. to live in a special house

3. Which of the following is an example of a unanimous decision?

- a. You and a friend decide to go to the same movie.
- b. Your brother wants lasagna for dinner, but you want salad.
- c. Your mom and dad tell you that you are “grounded.”
- d. both a and c

4. From the context of the passage, what can you infer about the personality and character of Homer Plessy?

- a. He didn’t give up easily.
- b. He was willing to fight to stop an injustice.
- c. He didn’t like riding streetcars.
- d. both a and b

OLD-TIME COUNTRY SCHOOLS

You might not have enjoyed going to school on the frontier or in rural communities in the years between 1850 and 1880. If you lived on a farm, you might have trudged two to three miles through deep piles of snow to arrive at

your one-room wooden schoolhouse. All the grades and age levels were in the same room. The girls sat on one side of the room, and the

boys sat on the other. The benches were all the exact same size, with smaller children unable to touch the floor with their feet and larger kids squished on the seats.



You would write your work on a slate and study from one reader until you knew all the lessons. Some rather big boys were often still working on first- or second-grade work. If you didn't know how to spell a word or you misbehaved, the teacher was expected to whack your hand with a heavy ruler. Recess was fifteen minutes in the morning with the girls going out first to play and use the privy, an outhouse that was the bathroom. You ate your lunch near the wood stove in the center of the room. Once it was time to plant crops, many students stayed home to help their families. Your teacher might be a young, unmarried man taking his first job. Part of his income would be staying at a student's home for two weeks at a time. This way, for two weeks, his lodging would be your house for eating and sleeping. Once he had stayed at every home, the school term would be over. Sometimes, your teacher would be a fifteen- or sixteen-year-old girl who taught to earn a little money. Of course, she would have to quit teaching if she got married. Doesn't this school make you appreciate your school today?

1. How were teachers paid in country schools?
 - a. They received a little money.
 - b. Men often stayed for room and food at student homes.
 - c. Teachers made a lot of money.
 - d. both a and b
2. What are some contrasts about country schools in the late 1800s and schools today?
 - a. Both genders used the same privy.
 - b. Students didn't advance until they knew each reader.
 - c. Students could have their hand spanked for missing spelling words or bad behavior.
 - d. all of the above
3. From the context of the passage, what is the best description of a privy?
 - a. a wooden playroom
 - b. an outdoor wooden restroom
 - c. a place to check your hair
 - d. a place to keep pets
4. Who had to quit teaching if they got married?
 - a. male teachers
 - b. female teachers
 - c. both male and female teachers
 - d. college teachers

THE TRIANGLE SHIRTTWAIST FACTORY FIRE

On March 25, 1911, a fire broke out in a dress factory in Manhattan, New York. The Triangle Shirtwaist Company, one of many clothing sweatshops in the city, employed more than five hundred workers. Most of them were young immigrant women who were working long hours for very low wages in unsafe and unhealthy conditions. Like most other city workshops, the factory was a firetrap. It had only one fire escape, which was blocked. The emergency doors were locked or blocked from use. Some doors were simply not working.

Bosses kept the doors locked to control workers and keep the machines running. The windows on the upper floor were locked. Cloth and other easily burned materials were scattered around everywhere. The machines were old and dangerous.

When the fire started, the terrified workers were trapped by the locked doors. They were also unable to get to the fire escape. Many women on the upper floors were caught in a whirlwind of fire and smoke. They had no choice but to break the windows and jump several floors to the street below. Although police, firemen, and local citizens tried to catch the leaping workers with blankets, most young women who jumped from the upper floors were killed by the fall. Others, afraid to leap, died near the locked doors. Of the more than five hundred employees of the company in the factory that day, 146 were killed. Many others were maimed or burned. The tragedy focused national attention on the problems of sweatshops. Over time, it led to improvements in fire and building **codes**. An excellent children's book about this fire is called *Ashes of Roses* by Mary Jane Auch.

1. From the context of the passage, what is the meaning of codes?
 - a. a puzzle
 - a fire
 - a set of rules and regulations
 - both a and b
2. Which word refers to "factories with poor working conditions"?
 - clothes
 - immigrants
 - sweatshops
 - maimed
3. What kind of garments were made in the Triangle Shirtwaist Factory?
 - dress shirts
 - dresses
 - slacks
 - hats
4. Which fact would be informative if added to the passage?
 - Other garment factories also had fires.
 - Many immigrant women were taken advantage of in sweatshops.
 - Union leaders tried to get better working conditions.
 - all of the above

MAKING MAPLE SYRUP

Farm children of the past who lived in New England and neighboring states often helped make maple syrup. Maple trees were very common, and the winters were cold. Trees in these cold areas freeze during the winter, and the flow of water from the ground to the top of the trees simply freezes in place. In the spring, the ground thaws and the weather is warmer.



Then the **sap** in the trees starts flowing again in the millions of little tubes within the wood of the trees.

In the past, children, or their fathers, drilled two or three narrow holes into the wood of each tree. They placed a thin tube, often a hollow piece of wood or metal, into each hole. They hung a wooden or metal pail from each tube sticking out from the tree, or they set the pails on the ground beneath each tube. The sap, which was now liquid, would rise up the tubes in the tree again. It would drip out of the hollow tube into the pail. Children collected the pails of very cold, sweet sap. They poured the sap into black metal **cauldrons** that were hanging over a blazing hot wood fire.

The water was partly boiled away from the sap, and a sweet maple syrup was left. Some of the syrup was cooled into cakes of hard, brown maple sugar. Today, maple sugar is much more expensive and less common than cane sugar. Modern collection systems from **groves** of maple trees use more machines. However, some people still make maple syrup the old-fashioned way for the sake of tradition.

1. From the context of the passage, what is the most informative description of **sap**?

- a. water in tree leaves
- b. maple syrup
- c. water in a tree
- d. water flowing up the tubes of a tree and flavored by the sugar in the wood

2. From the context of the passage, what is the best description of a **cauldron**?

- a. a pot
- b. a teapot
- c. a black kettle for boiling
- d. a bucket

3. From the context of the passage, what is the best meaning of **groves**?

- a. small groups of trees
- b. forests
- c. tall maple trees
- d. trees grown from seeds

4. Which of the following sentences would be the best one to add to the last paragraph?

- a. The sap is only good for syrup in the spring.
- b. The tiny wooden tubes in trees are called *xylem*.
- c. Maple syrup is very expensive in markets today.
- d. American Indians taught early settlers how to make maple syrup.

LEGO® BRICKS

LEGO® bricks were invented by an out-of-work carpenter in Denmark. He started a small toy-making business in 1932. The carpenter named the business “LEGO” after two Danish words, “play well.” After starting his business, it took him over fifteen years to invent LEGO bricks. They were based on his wooden



block carvings. The blocks interlocked and allowed a child to build with them. They were made of plastic and called Automatic Binding Bricks at first. The blocks had studs on top and were hollow underneath. They could easily be stacked and locked with each other. The first two colors were red and white. They were soon followed by green, blue, and yellow. The **unique** toy was an instant hit in Denmark and other European countries. It reached the United States in 1961 and was very popular by the 1970s. A special feature of LEGO toys is that the bricks can be arranged in more than a million different ways.

LEGO bricks can be made in about ten seconds from a kind of plastic. It is heated like bread dough. The material is pressed into molds and cooled. Out of every one million LEGO bricks made, only about twenty-six are rejected. Today, the LEGO Group sells more than 1,700 different shapes of LEGO bricks in every possible color. In the fifty years after its invention, more than 203 million LEGO building bricks have been made. This is why the LEGO Group is the fifth largest maker of toys. When is the last time you built something with LEGO bricks?

1. Which of the following is a reasonable conclusion based on the passage?
 - a. LEGO bricks have remained popular for over fifty years.
 - b. Wooden building blocks lock together as easily as LEGO bricks.
 - c. All children love using LEGO bricks.
 - d. both a and b
2. From the context of the passage, what is the best meaning of **unique**?
 - a. one
 - b. special and different
 - c. made of plastic
 - d. appealing to children
3. Which of the following is the best topic sentence in the passage?
 - a. paragraph one, second sentence
 - b. paragraph one, sixth sentence
 - c. paragraph two, second sentence
 - d. paragraph two, sixth sentence
4. Which of the following information would be irrelevant to the passage?
 - a. There are LEGOLAND parks in three nations.
 - b. The LEGO Company was created in 1932 before LEGO bricks were invented.
 - c. Tinkertoys® are sometimes used by children to build things.
 - d. Ole Kirk Kristiansen invented LEGO bricks in Denmark.

QWERTY

The first practical typewriter was created in 1867 by Christopher Sholes and Carlos Glidden. The two inventors also designed the standard keyboard layout. It is nicknamed QWERTY for the first six letters on the top line of the keyboard.



The arrangement seems senseless. However, it was designed to prevent the keys on mechanical typewriters from catching each other. If they got caught, the typist had to stop typing and pull them apart.

The QWERTY arrangement forced typists to work a little slower. Some letters were placed in hard to reach places. For example, A is beneath the little finger on the left hand. A is a commonly used letter, but it is assigned to the weakest finger. Therefore, it takes a bit more time to type. E is the most used letter in the English language, but E is placed on the top row. It is harder to reach. The middle row has the easiest-to-reach letters, but they are not the most commonly used. Some letter combinations like sh and th were placed apart from each other. As a result, typewriting keys were less likely to get caught with each other.

Why don't we invent a new and simplified keyboard arrangement? Millions of people would be required to learn a new system. The manual typewriter may be long gone, but quirky QWERTY is alive and likely to remain in use for decades to come.

1. From the context of the passage, what is the meaning of the word "QWERTY"?
 - a. manual typewriter
 - b. questions asked
 - c. quick eraser
 - d. It has no meaning.
2. What conclusion can you draw from reading the passage?
 - a. People should type with only two fingers.
 - b. Everybody wants a new keyboard design.
 - c. Everybody should return to using manual typewriters.
 - d. The keyboard system was designed for a useful purpose.
3. What inference can you draw from the last paragraph?
 - a. People would probably resist changes to the standard keyboard design.
 - b. Nobody should use typewriters.
 - c. QWERTY is a new computer design.
 - d. Everybody should use computers.
4. Why is the letter E on the top row of the keyboard?
 - a. It is easier to reach there.
 - b. It is the most used letter in English.
 - c. It is a little harder to reach in that location.
 - d. Nobody ever uses the letter.

SLINKITY SLINKYS®

The Slinky® was invented by Richard James, a naval engineer during World War II. He was experimenting with coiled tension springs. He was trying to design a meter to measure horsepower for ships. James dropped one of the coiled springs on the floor one day and was both amazed and amused to watch the spring “walk” across the floor. He played and experimented with the spring to see what else he could make it do.



James immediately recognized the appeal the spring would have as a toy. He experimented with many versions, trying to determine which length of wire and which thickness would be best. He eventually settled on eighty feet of thin, coiled wire. His wife, Betty, is given credit for the name Slinky, which is derived from a Swedish word meaning **sinuous**. The name also sounds a little like the “slinkity” noise that the toy makes when it “walks.”

The first versions of the toy were sold in Gimbels Department Store in Philadelphia in 1945 for \$1.00. It was an instant hit, selling four hundred in less than two hours. Slinkys are now sold on six continents. Enough wire has been used in making Slinkys to circle the world more than 130 times. The distance around the world at the equator is about 25,000 miles. That is a lot of wire for a lot of Slinkys!

1. From the context of the passage, what is the meaning of **sinuous**?
 - a. unusual
 - b. bending or winding in and out
 - c. evil
 - d. short and thin
2. Which of the following is a good summary of the article?
 - a. Slinkys are fun to play with.
 - b. The Slinky is a successful toy resulting from an accidental discovery and careful experimentation.
 - c. The Slinky was first used to measure speed in naval ships.
 - d. Slinkys are made from coiled wire.
3. What can you infer from the information in the last paragraph?
 - a. Slinkys are still a popular toy.
 - b. Slinkys are no longer sold in the United States.
 - c. There is no longer enough wire to make Slinkys.
 - d. The only place you can buy Slinkys is in Philadelphia at Gimbels.
4. On which of the seven continents are Slinkys probably not sold?
 - a. North America
 - b. Europe
 - c. Asia
 - d. Antarctica

SAVE THAT PENCIL

Students tend to lose their pencils, break them without thinking, and find all sorts of non-writing uses for them. The pencil in your hand is one of the most remarkable and useful tools in the world. A man named Friedrich Staedtler invented the modern “lead” pencil in about 1622 in Germany. He was the first person to mass-produce them.

Staedtler did not use lead, and there is no lead in your pencil. However, some pencils did use lead until the early twentieth century. Lead will make a mark, but it is toxic and not safe to use either in the hands or around the face and mouth where many pencils sometimes stray. Staedtler used black graphite, a soft form of carbon.

Graphite is still used today. It is mixed with clay and wax and heated to high temperatures. The modern pencil is a superb piece of technology. The pencil is less messy than ink, can be easily erased, and makes clear, dark, smooth, and smudge-free lines. The modern pencil can produce a continuous line twenty-two miles long. That’s a distance of 116,160 foot-long rulers laid end to end. Enjoy your pencil. For a few cents each, it is a remarkable bargain.



1. Which is not a reason pencils are useful?
 - a. Their mark can be easily erased.
 - b. They make smooth lines.
 - c. They are not messy.
 - d. They don't break.
2. From the context of the passage, what is the meaning of **toxic**?
 - a. pretty
 - b. delicious
 - c. poisonous
 - d. clean
3. Which of these statements can you infer from the passage?
 - a. Every pencil is used for twenty-two miles of writing.
 - b. Finding a useful, inexpensive writing material was important to people in earlier times.
 - c. Students put pencils in or near their mouths.
 - d. both b and c
4. Which of these sentences is a topic sentence in paragraph three?
 - a. The modern pencil is a superb piece of technology.
 - b. Staedtler used black graphite, a soft form of carbon.
 - c. Staedtler invented the modern “lead” pencil about 1622 in Germany.
 - d. For a few cents each, it is a remarkable bargain.

THE SAFETY PIN

The safety pin was designed to hold separate pieces of cloth together. It was invented on April 10, 1849, because the inventor owed a friend \$15. Walter Hunt was a mechanic who lived in New York. He felt obliged to repay his debt right away. Hunt experimented with a piece of wire for three hours that afternoon. He designed the safety pin with a spring and a clasp to hold the pin in place. Hunt created the model and wrote the design and application for the patent. He sold the invention that day for \$400. He immediately paid back his \$15 debt.



Hunt never received another penny for this invention. Stores have sold millions of dollars worth of safety pins, and the pin is still in use today. During the course of his lifetime, Hunt also designed and created a streetcar bell and a stove that burned hard coal. He created a flax-spinning machine and a knife sharpener. Hunt built a repeating rifle and a nail-making machine. Hunt made a paper collar for dress shirts of the day. This inventive genius also designed an ice plow, a metal bullet that exploded, and an early version of the sewing machine. He never patented the sewing machine because he didn't want to put seamstresses out of work. His new machine would have cost them their jobs. For all of his creative gadgets and clever ideas, Walter Hunt never seemed to make much money. However, he made life easier for a lot of people.

1. From the context of the passage, what conclusion can you draw about the character and personality of Walter Hunt?
 - a. Hunt was creative and imaginative.
 - b. Walter was persistent in working on a project.
 - c. Hunt felt obligated to pay off his debts promptly.
 - d. all of the above
2. What is a clasp used for on a safety pin?
 - a. a metal fastener to hold things together
 - b. a hand grip
 - c. a spring
 - d. a circle
3. Which piece of information would be least relevant to the passage?
 - a. Hunt recognized simple needs that people had for daily life.
 - b. Hunt belonged to a religious group who believed in being self-sufficient, reliable, and trustworthy.
 - c. He patented his invention.
 - d. the name of the person to whom Hunt owed money
4. Which of the following is an opinion and not a fact?
 - a. Walter Hunt was the greatest inventor of all time.
 - b. Everyone should be an inventor.
 - c. Walter Hunt created several inventions.
 - d. both a and b

COUNT TO ONE BILLION

Suppose you were offered one billion dollars. However, first you had to count every dollar using these rules:

1. You must count one dollar every second.
2. You must count for eight hours every day with no breaks.
3. You must count every day of the year.
4. You must take off one day each leap year.
5. You must count every year until you reach one billion.

How long do you think it would take until you counted one billion dollars?

You can count \$60 in one minute and \$3,600 in one hour. You can count \$28,800 in one eight-hour day. You can count \$10,512,000 in one year. In 10 years, you could count \$105,120,000. In 90 years, you could count \$946,080,000. In 95 years, you could count \$998,640,000. You would have to spend 95 years, 47 days, 1 hour, 46 minutes, and 40 seconds to count one billion dollars. You might be sick of money and too tired to care by that time!

1. How long would it take to count one billion dollars?
 - a. more than 95 years
 - b. less than 47 years
 - c. about 15 years
 - d. about 30 years
2. According to the passage, how many days in the year would you count?
 - a. 60 days
 - b. 300 days
 - c. 365 days
 - d. 7 days
3. Using your knowledge of math, about how long would it take to count one billion dollars in \$10 dollar bills instead of \$1 dollar bills?
 - a. about 95 years
 - b. about 30 years
 - c. about 9 S years
 - d. about 60 years
4. Using your knowledge of math, about how long would it take to count one billion dollars in \$100 dollar bills instead of \$1 dollar bills?
 - a. about 10 years
 - b. about 2 years
 - c. about 4 years
 - d. less than 1 year

THE LATIN IN YOUR ENGLISH

Latin, the common language of the Ancient Romans, is one root of English. We use many Latin expressions in English, especially in law and in common sayings. If something is done *sub rosa*, it is done in secret. You can graduate from high school or college *summa cum laude*, meaning “with the highest praise.” This may happen at your school, which is your *alma mater*, or nurturing mother. The school acts in *loco parentis*, meaning “in the place of your parents.” You may have had an *annus mirabilis*, or a wonderful, remarkable, miraculous year. Your other self is your *alter ego*. You hope to live with *mens sana in corpore sano* (a sound mind in a sound body).



A person unwanted in a country or any community is *persona non grata*. On the other hand, a respected leader may be *primus inter pares*—first among equals who works *pro patria*, or for his or her country. This person would surely not be *non compos mentis*, which translates to “not of sound mind, or insane.” A person caught in the very act of committing a crime is *flagrante delicto*, but he or she will be tried *ex post facto* (after the deed). The murder victim or evidence in a crime is called the *corpus delicti*. A judge often considers *cui bono*, or who stands to benefit from a crime.

How many of these Latin expressions did you know before reading this?

- From the context of the passage, what Latin word means “sound or healthy”?
 - sano*
 - mens*
 - sana*
 - both a and c
- From the context of the passage, what is the meaning of **loco** in the Latin phrase *in loco parentis*?
 - place
 - person
 - body
 - country
- From the context of the passage, what can you infer is the meaning of the Latin term *patria*?
 - father
 - country
 - person
 - crazy
- From the context in the passage, which of the following Latin phrases means “love of country”?
 - amor patriae*
 - ipso facto*
 - ne plus ultra*
 - all of the above

THE LIBERTY BELL

The Liberty Bell was ordered from England in 1751 by the colony of Pennsylvania. The colonists wished to use it in their State House. When the bell arrived and was rung, it cracked. It was melted down and remade by local bell makers. The bell was then rung for many years. A message of freedom was engraved on the bell. It says, "Proclaim Liberty throughout all the land unto all the inhabitants thereof."

The bell was rung on important occasions. Pennsylvania colonists used the bell to express their anger over British taxes. They rang it to celebrate the Boston Tea Party. On July 8, 1776, it announced the first public reading of the Declaration of Independence. It was also rung when Chief Justice John Marshall died in 1835.

In the 1830s, abolitionists rang the bell as a symbol of liberty to oppose slavery. It then became known as the Liberty Bell. The bell was always rung each year to celebrate George Washington's birthday on February 22. When it was rung on his birthday in 1846, a long crack split the bell. After that, it was never rung again. The bell could no longer ring loudly, and people feared that it might split further apart. The Liberty Bell was taken out of the Pennsylvania State House and housed in the Liberty Bell Center in 2003.



1. What caused the decision to stop ringing the Liberty Bell?
 - a. The sound bothered people.
 - b. The crack in the bell prevented the bell from ringing loudly.
 - c. President Washington didn't want the bell rung any longer.
 - d. It was moved to a different building.
2. Which of the following does the passage tell you about the abolitionists?
 - a. They wanted to defeat Great Britain.
 - b. They approved of Negro slavery.
 - c. They opposed slavery.
 - d. They wanted to abolish taxes.
3. What can you infer about the importance of George Washington to Americans in the first years after the founding of the United States?
 - a. Washington was greatly admired and highly respected.
 - b. Ringing the bell on Washington's birthday was symbolic of American liberty.
 - c. Washington was largely forgotten.
 - d. both a and b
4. What can you infer about Chief Justice John Marshall?
 - a. He was greatly respected and important to Americans.
 - b. He was president of the United States.
 - c. People didn't like him.
 - d. He had many enemies.

+

CHECKERS

Checkers is one of the oldest board games in the world. It was played by the Egyptians more than 3,000 years ago. It was very popular with the Egyptian kings, called pharaohs. The game is basically a war game. It involves strategy with long-term planning and tactics before each move. Historians who study earlier civilizations



know it was popular because these kings always wanted their most precious possessions with them in their tombs. Checker sets have been found in the tombs of several of these Egyptian god-kings. They expected to play checkers when they were dead in the afterworld.

There are some differences between the ancient and modern game. Today, a checkerboard has sixty-four squares with alternating red and black colors. The ancient game usually had only fifty-two uncolored squares.

Historians are uncertain whether chess or checkers came first. They are both played on the same board. Checkers is considered a much easier game. There is far less strategy involved in playing. It is more likely that checkers preceded chess.

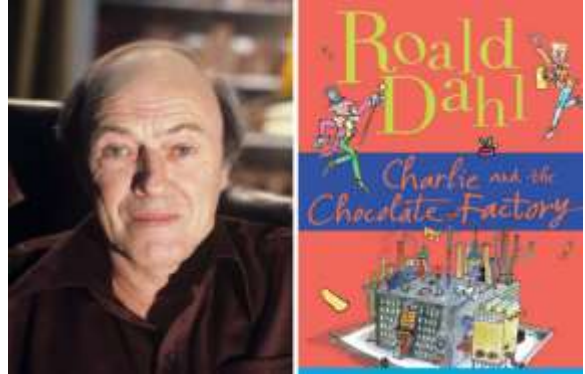
The game has other ancient roots besides Egypt. The ancient Greek poet Homer wrote *The Odyssey* nearly eight centuries before Christ. This long, famous poem about Odysseus describes how his wife refuses to believe her husband is dead. **Suitors** anxious to marry her played checkers while waiting for her to accept one of them.

More than 2,000 books have been written on the strategy of checkers. The game appeals equally to children and adults. Have you ever played it?

1. According to the passage, which of the following statements is not true?
 - a. Egyptian pharaohs played checkers.
 - b. Checkers is equally popular with both adults and children.
 - c. Homer played checkers with Odysseus.
 - d. both a and b
2. A checkerboard today has
 - a. fifty-two red and black squares.
 - b. fifty-two uncolored squares.
 - c. sixty-four uncolored squares.
 - d. sixty-four red and black squares.
3. Which expression is similar to **suitors**?
 - a. warriors
 - b. men courting a woman
 - c. kings
 - d. men wearing suits
4. Which piece of information supports the idea that checkers is an ancient game?
 - a. Many older people like to play checkers.
 - b. Checker sets were found in the tombs of pharaohs.
 - c. A checker tournament was held in 1905.
 - d. The game appeals to children.

AUTHOR ROALD DAHL

If you have heard of Whangdoodles, Snozzwangers, and the Pink-Spotted Scrunch, then you have probably read a book by Roald Dahl. This English author is one of the most popular writers for children. He has a zany sense of humor. He creates fascinating characters and unusual plots. Dahl wrote in a hut, like Willy Wonka's top-secret room. And he never allowed it to be dusted or even swept!



Dahl adored some of his characters. In fact, he would sometimes pretend to be the BFG, or “Big Friendly Giant,” with an imaginary trumpet at his children’s windows. Dahl clearly remembered his own childhood. He used characters like little Sophie in the BFG to show how it felt to be a child in an adult world. Dahl believed that if an adult wanted to know what it’s like to live in a child’s world, the grown-up should “get down on his hands and knees and live like that for a week.”

This author of *Charlie and the Chocolate Factory* and *The Fantastic Mr. Fox* kept two thick idea books where he jotted down ideas for books and characters. Many of his books were suggested in these journals years before they were written. You may especially enjoy the nasty characters in his books, such as Miss Trunchbull and the Twits, as well as the aunts in *James and the Giant Peach*. What is your favorite Roald Dahl book?

1. From the context of the passage, what is the meaning of **zany**?
 - a. serious
 - b. crazy and silly
 - c. angry
 - d. huge
2. A Dahl character who is nasty would be
 - a. angry.
 - b. crazy.
 - c. both mean and ridiculous.
 - d. very large.
3. Which word best describes the attitude of the writer toward Dahl in the passage?
 - a. admiration
 - b. hate
 - c. disgust
 - d. fury
4. What did Roald Dahl believe children’s authors should do?
 - a. get very serious
 - b. write six hours a day
 - c. give out chocolate
 - d. learn to think and act like a child

BEVERLY CLEARY

Beverly Cleary didn't like learning to read in school. In fact, her first-grade teacher assigned her to the Blackbirds because she was having so much trouble. This was the lowest reading group. She lived on a farm near the small town of Yamhill, Oregon. Cleary had only two books at home: *Mother Goose and The Three Bears*. Her mother helped create the first library in town and became the town librarian. Eventually, Cleary grew up and attended college at Berkeley and the University of Washington. She became a librarian herself.



Ten years later, she started her first book. Beverly Cleary wanted to write books for children that she would have liked to read as a child. She finished *Henry Huggins* the same year it was accepted by a major publisher. In the years to follow, Beverly Cleary went on to create more stories. She wrote about the everyday adventures of Henry, his dog Ribsby, and a feisty girl named Ramona. They lived in a small Oregon town like she had growing up. Cleary's stories are usually peopled with ordinary children. They have to use their intelligence and courage to solve their problems. There is a little bit of Ramona in every child. Both boys and girls relate to her personal **quirks** and private worries.

Other books written by Cleary include *The Mouse and the Motorcycle* series. Another book, *Dear Mr. Henshaw*, won the Newbery Award as the best children's book of 1984. Have you ever read one of these books?

1. Which reading group did Beverly Cleary belong to as a first-grader?
 - a. the Bluebirds
 - b. the Redbirds
 - c. the Blackbirds
 - d. the Hawks
2. Which of the following would be the best title for the passage?
 - a. "From Blackbird to Bluebird"
 - b. "The Creator of Henry and Ribsby"
 - c. "An Author for Children"
 - d. "Beverly Cleary: Her Life and Books"
3. From the context of the passage, what is the meaning of **quirks**?
 - a. unusual personal traits
 - b. mean actions
 - c. bravery
 - d. reading books
4. Which fact supports the proposition that Beverly Cleary is an excellent children's author?
 - a. Cleary was from Oregon.
 - b. She won a Newbery Award.
 - c. She wrote a book in less than a year.
 - d. both a and c

HE MAILED HIMSELF TO FREEDOM

Henry Brown was a Virginia slave who desperately wanted to be free. He knew that his only hope for freedom was to get across the border from Virginia to Maryland. From there, he hoped to get into Pennsylvania. He knew that if he ran away, though, slave catchers would have a good chance of catching him. He would be in a part of the country where he did not know his way around. Slave catchers were always near the state borders hunting for runaway slaves.

Henry decided on a much bolder escape. He decided to mail himself to freedom. He convinced a carpenter friend to build him a wooden box just barely large enough for him to squeeze into. He could sit folded up in the space. He hid himself inside the box with water, a few biscuits, and a small tool he used for drilling air holes. The box was nailed shut and shipped by train to Philadelphia. He often ended up riding upside down during the twenty-six-hour trip.

When the box was delivered to the Anti-Slavery Society of Philadelphia, the leaders opened it and Henry stepped out. He was a free man. Brown spoke at antislavery meetings and helped others escape along the Underground Railroad. He was even the subject of a song telling of his escape.

1. Which of the following words describe Henry Brown's character and personality?
 - a. courageous
 - b. clever
 - c. fearful
 - d. both a and b
2. From the context of the passage, which of the following best describes the Underground Railroad?
 - a. a subway from Virginia to Pennsylvania
 - b. a system for helping slaves escape
 - c. a mail train
 - d. a group of slave catchers
3. What dangers did Henry Brown face during his trip to Pennsylvania?
 - a. getting caught by the authorities in Virginia
 - b. getting too fat on the trip
 - c. getting sick because he ate too much
 - d. none of the above
4. Which fact is essential to understanding Henry's decision to mail himself to Pennsylvania?
 - a. Henry liked receiving mail.
 - b. Henry was a slave in Virginia.
 - c. Henry liked riding on trains.
 - d. Henry's journey took twenty-six hours.

HYPATIA

Hypatia was the greatest female math and science teacher in the ancient world. She was educated to be a scholar by her father. He was a mathematics teacher at the great Library of Alexandria in Egypt. He had no sons. He decided to raise his daughter to be educated and strong in mind and body. He believed that if girls were given the chance, they could learn as well as boys. He also believed in physical exercise for girls.



Hypatia grew up to become a brilliant and beautiful young woman. She studied with a famous teacher in Athens for a time. This would be like going to college today. She returned home to become the first woman teacher at the Library of Alexandria. This was a library for writings from all over the ancient world. It was also a university for teaching and research in all subjects.

Hypatia became known for her writing about math ideas. She also invented an astrolabe and a planisphere for studying the stars. She developed a new method for distilling clean water, as well. She also taught her personal ideas, which took what she found best from all religious beliefs. Hypatia's teachings irritated a leader in the city. He arranged to have a mob attack her as she drove her chariot through the city. She was killed. However, nobody could kill her spirit. It lives on today as a model for young girls.

1. What subject would a planisphere and an astrolabe be used to study?
 - a. mathematics
 - b. philosophy
 - c. astronomy
 - d. exercise
2. Which of the following best describes the Library of Alexandria?
 - a. library
 - b. university
 - c. high school
 - d. both a and b
3. Why was Hypatia murdered?
 - a. She angered a city leader.
 - b. She studied science.
 - c. She studied mathematics.
 - d. both a and b
4. Which word best describes Hypatia?
 - a. teacher
 - b. mathematician
 - c. scientist
 - d. all of the above

THE SECRET SOLDIER

Because of her mother's illness, Deborah Sampson was sent to work as a servant for neighbors from the time she was eight until she turned eighteen. She was a strong supporter of General Washington and the idea of American independence from England. Sampson decided to sign up for the army. She put on men's clothing and cut her hair. Although she was worried about being discovered right away, Sampson enlisted in the army on May 20, 1782. She used a man's name,



Robert Shurtleff. She was trained with the other soldiers. She went on long marches to fight the English. Like the other soldiers, she ate bad food and had poor clothing and supplies. "Robert" kept to herself and worked without complaining. She was trusted and popular with the other soldiers. Their nickname for her was "Blooming Bobby." They often teased her about her lack of a beard. They thought she had lied about her age and was a fifteen-year-old boy.

Sampson went on scouting missions looking for enemy supplies. She fought in many minor battles with enemy soldiers. During one small battle, she was wounded and dug the bullet out of her leg herself. She did not want to take a chance of her secret being discovered by a doctor. Later, Sampson caught a fever and nearly died. She lived, but her secret was discovered by a doctor.

He informed her superior officer. Deborah Sampson was **honorably discharged** from the army on October 25, 1783, as the war was ending.

1. From the context of the passage, what is the meaning of **honorably discharged**?
 - a. sent home
 - b. left the service with a good record
 - c. a fake name
 - d. thrown out for poor service
2. From reading the passage, what can you infer is the reason why Deborah Sampson was discharged from the army?
 - a. She was a woman and her secret was discovered.
 - b. She was needed back home.
 - c. She was too sick to fight.
 - d. She had been a poor soldier.
3. How can you tell that beards and facial hair were very common in the Continental army?
 - a. No one had razors.
 - b. George Washington wore a beard.
 - c. Soldiers without beards were teased and presumed to be very young.
 - d. Wearing a beard was required by the officers.
4. How long did Deborah Sampson serve in the American army?
 - a. two years
 - b. eight years
 - c. two and one-half years
 - d. one and one-half years

THE MOST IMPORTANT WOMAN IN AMERICA

In the middle of the 1800s, Sarah J. Hale was the most important woman in America. She became the first woman editor in the nation. The magazine she edited was called *Godey's Lady's Book*. It had many articles on the latest fashions and the newest hairstyles. However, she also made it a magazine of ideas she believed were important for women. It became the most popular U.S. women's magazine for almost fifty years.



She used the pages of her magazine to urge six presidents to start an annual day of thanksgiving. She finally succeeded in 1863. That year, President Lincoln declared a day of prayer and thanksgiving. She made sure later presidents kept up the new holiday.

Hale was a firm defender of the rights of women and children. She wanted women to become teachers at a time when only one teacher in fifty was a woman. She was successful. When she retired from the magazine, most teachers were women. She also wanted teaching colleges that young women could attend. She opposed spanking for children in school. And she wanted women to serve on school boards. This was before women even had the right to vote.

Hale was a leader in building the first college for women. She also wrote to support the idea of building nurses' training colleges for young women. She believed that medical colleges should be opened for women doctors. She believed that women and children had special medical needs that women doctors would focus on. Before she became famous, Hale wrote books of children's poetry. Her most famous poem was "Mary Had a Little Lamb." Hale also wrote the first novel by a woman in the United States.

1. Which of the following did Sarah Hale not support?
 - a. women teachers in schools
 - b. a national day of thanksgiving
 - c. physical punishment for children in schools
 - d. the education of women doctors
2. Which of the following did Hale not write?
 - a. a novel
 - b. children's poetry
 - c. dictionaries
 - d. magazine articles
3. Which of the following was probably not a reason Sarah Hale wanted a national day of thanksgiving?
 - a. to bring families together in celebration
 - b. to express gratitude for the nation's good fortune
 - c. to have a day where everyone gives thanks
 - d. to start the holiday shopping season
4. Why was *Godey's Lady's Book* important to Hale?
 - a. It allowed her to publish and explain her opinions.
 - b. She was able to advocate causes for women and children.
 - c. She could campaign for a national day of thanksgiving.

BUFFALO BILL CODY

Buffalo Bill Cody was one of the most famous men of the American West. After his father's death in Kansas, eleven-year-old Bill Cody got work carrying messages for a freight company. He then went on his first cattle drive to Salt Lake City, Utah. There, he was involved in his first



conflict with American Indians. At fourteen, he became the “Boy Wonder” of the Pony Express. Once he made a twenty-two-mile round-trip ride in just twenty-one hours. It was a record never matched in the short history of that mail-carrying service. Cody joined the Union army during the Civil War. He served as a scout searching for enemy troop movements until the end of the war. Cody earned his nickname, “Buffalo Bill,” by killing buffalo to feed the men laying track for the railroad. He was an excellent rifle shot, even at long distances.

Later, Cody became the chief scout for the soldiers assigned to protect settlers on the plains. He was greatly admired by the American Indians he sometimes battled against because of his courage and honesty. They called him “Pahaska,” which meant “long-haired.” He was very proud of his long, blond hair. Buffalo Bill achieved his greatest fame as a showman in his Wild West Show. Famous frontiersmen like Wild Bill Hickok and Chief Sitting Bull performed in these shows. Annie Oakley showed off her **exceptional** shooting skills, as well. They drew huge crowds and many famous people. These visitors included presidents, kings, queens, and other famous people. This show was such a huge success that it continues today!

1. From the following choices, which job is closest to that of a showman's?
 - a. an actor
 - b. a speaker
 - c. a scout
 - d. a soldier
2. Which side of the conflict in the Civil War did Buffalo Bill support and fight for?
 - a. British
 - b. Confederate
 - c. Union
 - d. neither
3. From the context of the passage, what is the meaning of **exceptional**?
 - a. unskilled
 - b. special
 - c. simple
 - d. average
4. Which of the following groups did Buffalo Bill not work for?
 - a. railroads
 - b. United States Army
 - c. Pony Express
 - d. Sioux Indians

“EUREKA! I’VE FOUND IT!”

Archimedes was one of the most important thinkers in world history. This Greek scientist, who lived about 2,300 years ago, was a student of science and mathematics, as well as all forms of learning. Archimedes studied spirals and circles and the idea of pi, a fraction used to find the area and distance around circles. He was one of the first scientists to use experimentation to test his ideas. He worked with simple machines and explored the uses of the lever. He explained the idea of the lever by saying, “Give me a place to stand, and I will move the Earth.”



Archimedes was a close friend of the king of Sicily. The king asked him to determine if a gold crown he had ordered was completely gold or had cheaper metals in it. Archimedes was taking a bath when he discovered the answer. He realized that every metal on the crown displaced a different amount of water.

The amount of water that moved was due to a metal’s weight. He realized that water could be used to compare the specific weights of different metals. Archimedes was so **jubilant** at his discovery that he jumped out of his bath. He forgot his clothes and ran to the king’s palace shouting, “Eureka!” which means, “I’ve found it!”

Archimedes also studied other properties of water, such as how objects floated. He developed a tool used to bring water uphill to dry areas of land. It is called the Archimedes screw. It was used to irrigate crops. It was based on his study of a kind of seashell with a spiral shape. Archimedes helped his king by designing war machines to fight off their Roman enemies. He was killed by a Roman soldier during a siege of his city, but his memory and discoveries live on.

1. What can you infer about Archimedes’ personality by reading the passage?
 - a. He enjoyed making new discoveries.
 - b. He was loyal to his king.
 - c. He examined many things in nature and used his examinations to make new discoveries.
 - d. all of the above
2. What is an Archimedes screw?
 - a. a seashell
 - b. a small tool for holding wood together
 - c. a device for moving water uphill
 - d. a war machine
3. From the context of the passage, what is the meaning of **jubilant**?
 - a. rich
 - b. extremely happy
 - c. very depressed
 - d. satisfied
4. Which of the following was a cause of Archimedes’ discovery of the displacement of water by different metals?
 - a. He studied conch shells.
 - b. He took a bath with the crown.
 - c. He studied levers.
 - d. He studied circles.

FIRST EMPEROR OF THE UNITED STATES

Joshua Norton settled in San Francisco in 1849. He was a rich man who grew even richer in those days of gold mining. Business was booming. However, Norton lost all of his money on a wild rice business that went broke. Norton's loss changed him. He dressed himself in an old military uniform and told the editor of the local newspaper of his new title and position as Norton I, Emperor of the United States. Maybe it was a slow news day or the editor was simply amused by the sheer **gall** of the man. In any event, he printed the story as a straight news item. The rest of the city went along with his game.



People spoke to Norton as "Your Majesty," and policemen saluted him. Norton issued statements about public affairs as if he were in charge of the country. In one statement, he abolished Congress. In another, he fired President Lincoln. Norton printed his own money, which was quickly bought up. Visitors bought the money as **souvenirs**. The emperor also taxed local businesses two or three dollars apiece. People were both amused by and fond of their emperor. When he died in 1880, 10,000 people filed past his casket. Norton was such an inspiration that he caught the attention of Mark Twain. The character of King in Twain's *The Adventures of Huckleberry Finn* is based on Norton. Norton may have been broke when he died, but he certainly made a difference while he lived.

1. What was the most likely cause of Joshua Norton's decision to name himself emperor?
 - a. He lost all of his money.
 - b. He had been thinking about it for a long time.
 - c. He wanted to run the country.
 - d. The mayor needed help running San Francisco.
2. From the context of the passage, what is the best meaning of **gall**?
 - a. emperor
 - b. insanity
 - c. fearfulness
 - d. boldness
3. Which of the following events happened first?
 - a. Joshua Norton declared himself emperor.
 - b. Norton lost all of his money.
 - c. Emperor Norton fired Abraham Lincoln.
 - d. Norton printed his own money.
4. From the context of the passage, what is the meaning of **souvenir**?
 - a. make-believe actions
 - b. emperor
 - c. something that is bought and kept to remember something or someone
 - d. something that is buried

STEVEN SPIELBERG

Steven Spielberg was born in December 1947. He was very imaginative as a young child. He liked dressing up in costumes and acting in plays he made up. In his teens, he used his dad's movie camera to make movies with friends. He even talked a local airport into letting him film scenes inside a real fighter plane. He won a junior film festival with film he made in the Arizona desert using special effects. Spielberg was really a self-taught director. He submitted some of his films to Universal Studios. He dropped out of college because he was offered work at that studio. (He did finish college much later at California State University, Long Beach).



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Spielberg's first film was called *Duel*. His first major success was *Jaws*, a scary movie about sharks. It made him popular and led to other successes. These included four *Indiana Jones* movies. They are filled with the adventures of a collector of ancient treasures. Another movie directed by Spielberg is *Jurassic Park*. It's about a dinosaur park. And *E.T.* tells the story of a creature from another world visiting earth.

Spielberg has also made some serious movies. *Schindler's List* tells the true story of one man's efforts to save Jews from the death camps during World War II. *Saving Private Ryan* is a story of a few soldiers trying to survive during that war. *The Color Purple* is a serious movie about the lives of African Americans.

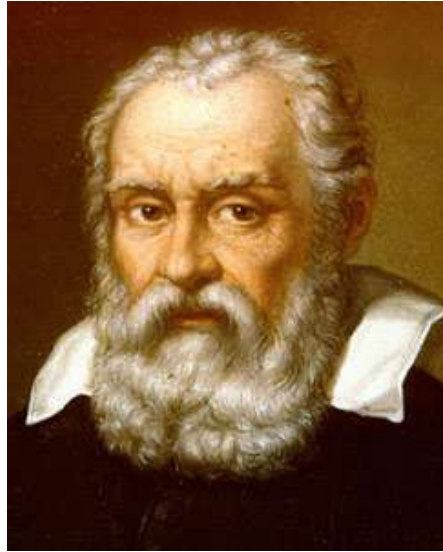
In 1994, he joined with friends to start his own movie studio. It is called Dreamworks. In the same year, Spielberg provided money to record the stories of **survivors** of the death camps. He already has thousands of **oral** accounts recorded on videotapes.

What kind of movie do you hope Spielberg directs next—a drama, a comedy, or a romance?

1. Which film did not deal with past periods of history?
 - a. *Saving Private Ryan*
 - b. *Jurassic Park*
 - c. *Schindler's List*
 - d. *E.T.*
2. Which of the following is based on a true story?
 - a. *Schindler's List*
 - b. *E.T.*
 - c. *Saving Private Ryan*
 - d. *Indiana Jones and the Temple of Doom*
3. From the context of the passage, what is the meaning of **oral**?
 - a. written
 - b. used for punishment
 - c. spoken aloud
 - d. not true
4. From the context of the passage, which of the following has the same meaning as **survivors**?
 - a. people who are killed in an event
 - b. leaders of people
 - c. people who live through a terrible event
 - d. lucky people

GALILEO GALILEI

Galileo was born about 350 years ago in Italy. More than any other scientist, he deserves to be considered the father of modern science. He was different from teachers before him and many in his own time. He tested each of his ideas with experiments and did very careful observations of the results. Other famous experts in science had based their opinions on ideas that had been stated for hundreds of years. Usually, the ideas had not been proven.



For example, Galileo was certain that light objects and heavy objects fall at the same speed. He thought an experiment would prove his belief. He tested his idea by dropping objects of different weights from a tower. He proved his idea. However, even that didn't convince some of his critics. He was also able to describe the speed of these falling objects in math terms. The use of math to describe scientific ideas was a major leap forward in science. He also described some laws of motion. He did major experiments with swinging pendulums, as well.

Galileo designed and built a telescope powerful enough to see the mountains and craters of the moon. He was able to see the first four moons of Jupiter. In his honor, they are called the Galilean moons. He was among the first to believe that Earth was not the center of the universe. He believed that the planets in the solar system revolved around the sun.

Galileo's ideas were advanced for his time. In many ways, he was too advanced to be appreciated, but now we appreciate him. Don't you wonder what ideas he would test if he were alive today?

1. What are the Galilean moons?
 - a. four moons around Saturn
 - b. four moons of Jupiter first seen by Galileo
 - c. four moons near the Sun
 - d. four moons around Uranus first seen by Galileo
2. What does the passage suggest was believed by many other scientists of Galileo's time?
 - a. Heavy objects fall faster than light objects.
 - b. All planets and the sun revolve around Earth.
 - c. Scientists should believe what earlier scientists had written.
 - d. all of the above
3. Which of the following actions was an important scientific advance used by Galileo?
 - a. discovering planets in the solar system
 - b. inventing the first telescope
 - c. looking at the moon
 - d. expressing scientific observations with mathematical formulas
4. What can you infer about the influence of Galileo on scientists who succeeded him?
 - a. They named the four moons of Jupiter after him because they respected his work.
 - b. They ignored his efforts after he died.
 - c. They continued his experiments immediately.
 - d. They never used his telescope again.

ONE-EYED CHARLEY

One-Eyed Charley Parkhurst became a very famous stagecoach driver in the Old West. Charley left the tamer roads of the East. He made his **reputation** driving along the scary trails of California. The roads were often washed out by rain. They were filled with axle-breaking ruts and **bone-crunching** fallen stones. Even though he only had one eye due to a stagecoach accident, Charley always kept his vehicle on the road.



Outlaws were drawn to the gold carried in boxes on top of the stagecoach. They thought robbing it was an easy way to get rich. The first time Charley was held up along his route, he gave up the box without a word and left with the stagecoach and its passengers. The second robbery attempt was a different matter.

When the masked bandit stepped into sight, Charley swept up his shotgun hidden on the seat. He shot the bandit in the chest and took off at high speed.

Charley soon became known as one of the toughest drivers on the California stagecoach routes. No one wanted to tangle with him. Hold-up men avoided him. However, One-Eyed Charley had one surprise left for everyone after he died. The doctor discovered that rough-tough, One-Eyed Charley was really a woman. She was also the first woman known to vote in California because, as a “man,” she could vote. The children’s book *Riding Freedom* by Pam Munoz Ryan tells Charley’s exciting story.

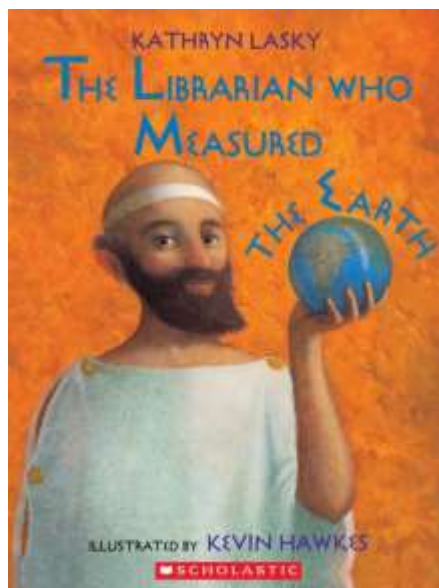
1. From the context of the passage, what is the meaning of bone-crunching?
a. damaging b. one-eyed c. mean d. paved
2. What was Charley’s last surprise?
a. He was rich. c. He was afraid of bandits.
b. He was a woman. d. He voted.
3. Which of the following sentences is a topic sentence?
a. One-Eyed Charley Parkhurst became a very famous stagecoach driver in the Old West.
b. Charley soon became known as one of the toughest drivers on the California stagecoach routes.
c. No one wanted to tangle with him.
d. both a and b
4. From the context of the passage, what is the meaning of reputation?
a. how much a person is seen b. how much a person is trusted
c. how much a person is afraid d. how much a person is valued by others

THE LIBRARIAN WHO MEASURED EARTH

Eratosthenes was born about 2,240 years ago. He studied in the great centers of learning at the time. He became the director of the Library of Alexandria. He was a very successful scientist. He made many important discoveries. For example, he correctly measured the tilt of Earth's axis. In math, he developed a system for finding prime numbers. He also studied the movement of the planets. And he suggested the use of a leap year every four years. According to him, this would keep the calendar correct.

However, his greatest discovery was his ability to measure the distance around the center of Earth. He knew that Earth was round. He recognized this fact because he had seen the curved shadow of Earth during an eclipse. He knew that the sun cast no shadow on a deep well in a neighboring city. This was at exactly noon on the first day of summer.

Trained men measured the exact distance between the two cities. The librarian measured the arc of a circle formed by the two cities at 7.2 degrees. He then divided the 7.2 degrees into the 360 degrees of a circle. He realized that the distance around Earth was fifty times the distance between the two cities. In today's terms, that would be 25,000 miles. Little did he know, his **estimate** would be proven correct in modern times using exact measuring tools.



1. How did Eratosthenes know that Earth was round?
 - a. It looked round to him.
 - b. An eclipse showed a curved shadow of Earth.
 - c. The books said Earth was round.
 - d. He used a telescope.
2. Which of the following is an accomplishment of Eratosthenes?
 - a. a system for determining prime numbers
 - b. measuring the tilt of Earth's axis
 - c. measuring the distance around Earth
 - d. all of the above
3. From the context of the passage, what is the best meaning of **estimate**?
 - a. an unlikely guess
 - b. the exact mathematical answer
 - c. a close figure based on reasoning
 - d. any number
4. Which sentence gives the main idea of the passage?
 - a. the fourth sentence in paragraph one
 - b. the second sentence in paragraph two
 - c. the third sentence in paragraph one
 - d. the first sentence in paragraph three

SIR WALTER RALEIGH

Sir Walter Raleigh is probably best known as a knight in Queen Elizabeth I's court. He was the one who took off his red cape and laid it in the mud. He didn't want his queen to get her feet wet or her long dress dirty. This was a famous act of **chivalry** and added to his fame as a knight. It also increased his popularity with Elizabeth I. She enjoyed controlling the strong, handsome men who served her in court. They also fought for her in her conflicts with Spain and other countries.



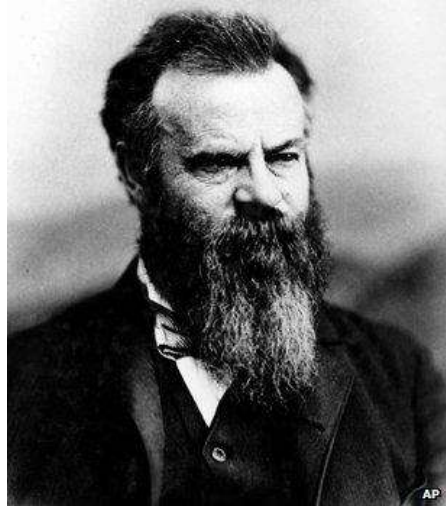
Raleigh established a colony in the New World that he named Virginia in honor of Elizabeth's nickname. However, the first settlement in Virginia at Roanoke was abandoned, and the people disappeared. Raleigh served as captain of the Queen's guard for a time. He made a lot of money as a merchant sending ships to trade with other countries. He also sent a small fleet of pirates to rob Spanish ships. He searched in South America for a fabulous but **imaginary** City of Gold.

He got secretly married. This angered the queen. Elizabeth had Raleigh and his new wife imprisoned in the Tower of London. Raleigh later arranged their release from prison by writing poems praising the queen. He also gave her ships full of stolen Spanish treasure. Raleigh was not as successful with Elizabeth's successor, King James I. James didn't like Raleigh or trust him. James had Raleigh imprisoned in the Tower again for thirteen years. He ordered Raleigh's execution in 1618.

1. From the context of the passage, what is the best meaning of **chivalry**?
 - a. laying down clothes for a queen to walk on
 - b. a code of honor and courtesy
 - c. fighting with swords and spears
 - d. a fear of fighting
2. Which of the following did Raleigh not accomplish?
 - a. starting a permanent settlement in Virginia
 - b. convincing Elizabeth to free him and his wife
 - c. naming a colony in the New World
 - d. capturing Spanish ships carrying gold
3. From the context of the passage, what is the meaning of **imaginary**?
 - a. not real
 - b. real
 - c. queenly
 - d. both b and c
4. Use the information in the passage to determine the most likely time of Sir Walter Raleigh's birth.
 - a. about 1618
 - b. about 1518
 - c. about 1550
 - d. about 1650

THE ONE-ARMED EXPLORER

John Wesley Powell lost most of his right arm when he was wounded in battle. Despite his injuries, he served three more years in the Union army. He was a major when the Civil War ended. As a young boy, Powell was thrilled by science. His personal collections of thousands of rocks and fossils led to his election as secretary of a natural history museum. During three separate trips, Powell rowed down the Mississippi, Ohio, and Illinois Rivers. Each time he collected “treasures” along the way. After the war, he taught **geology**.



In 1869, Powell decided to explore the last unmapped area in the United States. This was the area bordered by the Colorado River. It included the Grand Canyon. It was then called the “Great Unknown.” With nine experienced outdoorsmen, Powell explored more than 1,000 miles of the river and canyon. He gathered rock samples. Some of them were more than two billion years old.

The expedition cost the lives of three explorers. One of the boats was destroyed, as well. They were out of supplies and near starvation when they finally reached safety. However, it was one of the greatest journeys in the history of science and exploration. In fact, it was so successful that it led to a second expedition.

Powell’s advanced work in geology led to a new career in government. In March 1881, he became the director of the U.S. Geological Survey. This was a job he kept for thirteen years.

1. Which of the following statements is an opinion and not a fact?
 - a. The expedition led by Major Powell lost three explorers and one boat.
 - b. Major Powell was the greatest explorer in American history.
 - c. John Wesley Powell was a Union soldier.
 - d. Powell was a student of fossils and geology.
2. Which of the following would be another good title for the passage?
 - a. “The Man Who Explored the Grand Canyon”
 - b. “Collecting Fossils”
 - c. “John Wesley Powell: Fighting Soldier”
 - d. “Union Soldier Loses Arm”
3. From the context of the passage, what is the meaning of geology?
 - a. the study of rivers
 - b. the study of water
 - c. the study of rocks
 - d. the study of living things
4. What can you conclude about the character of J. W. Powell?
 - a. He was fearful and timid.
 - b. He was determined, resourceful, and brave.
 - c. He only learned from books.
 - d. He was easy to work with.

ISAAC NEWTON: GENIUS AT WORK

Isaac Newton was an **innovator**. He was born in 1642, and he died in 1727.

In his life, he made some of the most important discoveries in the history of science. He completely changed the way Earth and the entire universe were understood by scientists. At the age of twenty-three, Newton discovered a major concept in algebra, which was then a new kind of math. At the same age, he worked out the basic ideas of calculus. This is a kind of math important to space travel and to understanding the size and nature of space. We couldn't even put a person in space without the figures made possible by this kind of math!



Newton also discovered the basic law of gravity. This is the idea that all objects in the universe are pulled toward each other. It explains that the strength of this pull depends on the size of each object. The force also depends on how far away objects are from each other. Heavier objects have greater power to pull other objects. And objects closer to each other have a greater power to pull. Newton explained the three laws of motion. These laws describe the actions of moving objects and how other forces affect these objects. All of his ideas help explain the nature of matter and energy.

Newton was the first scientist to prove that white light itself is made up of seven colors. They are red, orange, yellow, green-blue, violet, and indigo. He also invented the reflecting telescope. This improved tool made possible a much more detailed study of the stars and planets. In the minds of many people, Isaac Newton is the greatest scientist of all time.

1. From the context of the passage, what does **innovator** mean?
 - a. someone who plays with objects
 - b. someone who studies colors
 - c. someone who likes math
 - d. someone who makes changes
2. Which of the following would be the most likely use of calculus?
 - a. to compute the interest owed on a small debt
 - b. to determine the amount of force needed to escape Earth's atmosphere in a rocket
 - c. to compute the amount of gas needed to travel 500 miles in a car
 - d. both b and c
3. Which of the following statements can you infer relate to the laws of motion?
 - a. An unmoving object will remain unmoving until acted upon by an outside force.
 - b. A moving object may speed up or slow down depending upon the force applied to the object.
 - c. How much an object is affected by a force will depend upon the size and weight of the object.
 - d. all of the above
4. Which of the following discoveries by Newton do not relate in some way to space, the universe, or planets?
 - a. the law of gravity
 - b. calculus
 - c. laws of motion
 - d. none of the above

ALEXANDER THE GREAT

Alexander the Great was born more than 2,300 years ago. In his teens, Alexander was taught by the most famous Greek teacher of his time, Aristotle. While still a youth, Alexander tamed a wild horse that only he was able to ride. He later rode that horse into battle for more than eighteen years. Alexander spent his teen years learning the skills of warfare and leadership.



When he was twenty, his father was murdered. The army chose Alexander as their leader. He went to war and defeated several Greek cities.

He soon brought all of Greece under his control. Alexander then began a long series of battles against the Persian Empire. This empire was ruled by King Darius. Alexander had an army of more than 32,000 foot soldiers. He also had about 5,000 mounted horse soldiers. He defeated Darius in a major battle, but the king escaped.

Alexander then traveled to Egypt. He was crowned as a pharaoh, or god-king, by the Egyptians. They were grateful to get rid of their Persian rulers. He founded the city of Alexandria in that country. It would become one of their greatest cities. He returned to Persia and defeated Darius again. This time, Alexander captured over 7,000 tons of treasure. He used it to pay the costs of all of his future battles. He later traveled through many lands to the mountains, which were the gateway to India. He won several battles there and even fought against armies that used elephants like tanks. Alexander died of unknown causes when he was thirty-two years old. Some say it was malaria or typhoid fever. Others say he was poisoned. In any case, he will always be remembered for the life he lived—as one of the greatest commanders of all time.

1. Which is the best description of Alexandria being founded?
 - a. It was started, built, and named after Alexander.
 - b. A city got renamed.
 - c. The lost city got found.
 - d. Alexander found a missing city.
2. Why was Alexander honored by the Egyptians and made a pharaoh?
 - a. They didn't like the Persians who ruled Egypt.
 - b. They needed a new pharaoh because one had died.
 - c. Alexander seemed like a gentle king.
 - d. Alexander named a city after himself.
3. How was Alexander educated as a young boy?
 - a. He was taught by a famous teacher.
 - b. He learned military skills.
 - c. He didn't have to study anything.
 - d. both a and b
4. How were Alexander's battles paid for?
 - a. with credit cards
 - b. with stolen treasure
 - c. with horses and elephants
 - d. both b and c

SIR FRANCIS DRAKE

Francis Drake was born about 1540 in England. He became a young trainee aboard a trading ship at age thirteen. He made his first voyage to the New World when he was about twenty-five years old. The commander of this fleet of ships was a relative. Drake soon became a captain and became involved in sea battles with the Spanish. He lost his first battles with those ships. However, in the 1570s, Drake attacked Spanish ships and ports all over the New World. He took all of the treasure from the captured ships and ports. His group of pirate ships captured huge supplies of gold and silver. Drake gave a large part of the treasure to Queen Elizabeth I, and she made him a knight and a member of her court.



In 1577, Elizabeth chose Drake to lead a voyage around the world. During the course of this trip, Drake sailed across the Atlantic Ocean, around South America, and up the western coast of North America. He then sailed across the Pacific Ocean to Asia. He traveled around Africa and went home again to England. He became the first Englishman to sail around the world and return home.

After more battles with the Spanish, Elizabeth ordered Drake to destroy the Spanish **fleet** of 150 warships and 19,000 soldiers. The king of Spain put together this force to attack and defeat England. Using great skill and some good luck, Drake defeated and destroyed this Spanish fleet in 1588. It was an **epic** sea victory, and it made England the greatest military power in the world. Drake died in 1596 doing what he loved—fighting at sea.

1. From the context of the passage, what is the meaning of **epic**?
 - a. very big or impressive
 - b. disappointing
 - c. tired
 - d. noisy
2. From the context of the passage, what is the meaning of **fleet**?
 - a. a group of warships
 - b. a group of Spanish trading vessels
 - c. some pirates
 - d. two ships
3. Who knighted Sir Francis Drake for his victories at sea?
 - a. the king of Spain
 - b. Queen Elizabeth II
 - c. Queen Elizabeth I
 - d. his sailors
4. Which statement would not be relevant to Drake's defeat of the Spanish fleet?
 - a. The Spanish ships caught on fire and burned.
 - b. Drake's attack disorganized the commanders of the Armada.
 - c. Drake had sailed around the world.
 - d. Drake was very lucky that the Spanish ships were waiting so close to each other.

CLAUDE MONET

Many painters are popular for a time. A few change art forever. In the mid-1800s, Claude Monet helped create an entirely new style of painting called Impressionism. This style has remained popular, not only in his lifetime, but even today. He and his friends in the Impressionist movement often left the **stuffy** studios where traditional painters worked and painted outside near the subjects that interested them. They even painted in rainy or windy conditions. Monet was especially interested in painting pictures of water, boats, oceans, lakes, and ponds. He equipped a boat as a floating studio and sailed along streams while painting subjects that attracted him. He enjoyed showing the way colors reflect in water and how water affects the clouds and sky.



Many of his paintings show people enjoying gardens. In one scene, he painted four young women in a garden. He used his favorite model, Camille, for all four girls. He later married her. He liked to paint the same subjects, such as a church or a country scene, at different hours of the day. The name for his style of painting came from one of his works called *Impression: Sunrise*. Over time, art lovers learned to enjoy this new style of art. Many people bought paintings from Monet and his friends. Monet spent the last years of his life painting scenes from his water garden. He died at age eighty-six. He had a long career as a popular and successful artist.

1. From where did the name of the Impressionist art movement come?
 - a. a painter
 - b. one of Monet's paintings
 - c. a kind of paint
 - d. a boat
2. Which of these scenes would not appeal to Monet?
 - a. a river
 - b. a garden when it's raining
 - c. an outdoor party
 - d. a dark bedroom
3. Which statement is the best summary of the passage?
 - a. Monet and his friends in the Impressionist movement changed the style and subjects of painting in a major way.
 - b. Monet liked to paint gardens and flowers.
 - c. Monet liked to paint on boats.
 - d. Monet liked to use his wife as a model.
4. From the context of the passage, which is the best synonym for **stuffy**?
 - a. fresh
 - b. airy
 - c. open
 - d. closed-up

STEVE JOBS

Steve Jobs had a lot of imagination and curiosity as a child. He enjoyed making spy movies at home with his friends in the neighborhood. His curiosity led him to do dangerous things, like stick a metal hairpin into an electric socket. (He was badly burned!) He also drank ant poison and had to have his stomach pumped at the hospital. He was not very well behaved in school and often wasted time. He was interested in anything scientific. He worked on inventions, took apart machines to see how they worked, and combined chemicals.



Jobs had few friends and didn't like school until he met Steve "The Woz" Wozniak. They met in high school. Woz was a whiz with electronics and was always inventing new gadgets. Jobs and Woz spent a lot of time building gadgets. Jobs even called the owner of a computer company to get some free parts. What he got was a good summer job building computers.

After a short stint at college and a job working with Atari®, Jobs and Woz created their own business. They worked out of Jobs's family garage. They named the company after a happy summer Jobs had spent picking apples in Oregon. They called it Apple Computers®. They created the Apple I Computer®, which was a success. They soon created a better version, the Apple II®, which was also successful. By the time he was twenty-five, Jobs was already worth over 250 million dollars. He would go on to make the Macintosh®. He would continue to develop computers and the products that use them, such as the iPod® and iPhone®. Steve Jobs is considered one of the most inventive people in the world. He is also a very successful businessman.

1. How did Steve Jobs name his computer company?
 - a. after his favorite apple
 - b. after a memory of a happy summer job in Oregon
 - c. after his best friend
 - d. in honor of his mother
2. From the context of the passage, what is a **gadget**?
 - a. something mechanical created to do a job
 - b. a kind of computer
 - c. a computer expert
 - d. a college class
3. Which happened second in Jobs's life?
 - a. He met Woz, and they became friends.
 - b. He worked one summer for Atari.
 - c. He invented the Apple II.
 - d. He made spy movies at home.
4. Which of the following facts is not relevant to the career of Steve Jobs?
 - a. He built the Apple I Computer in a box.
 - b. They introduced the Apple II in 1977.
 - c. Steve Jobs was sent to Germany by Atari to solve a problem.
 - d. As a kid, Steve Jobs had to have his stomach pumped at the hospital.

OPRAH WINFREY

Oprah Winfrey was born in 1954 in a small town in central Mississippi. She was the great-granddaughter of slaves. Her father was a soldier. Her mother was an eighteen-year-old girl who had no job. Oprah grew up with her grandmother until she was six. Then her grandmother became ill. She joined her mother in Milwaukee, but she eventually went to live with her father in Nashville. There, she finished high school and entered college.

Oprah got a job reporting news on the radio. She later reported the news on television in Nashville. For several years, she was a news reporter at a television station in Baltimore. Oprah got her big break in Chicago in 1984.

There she hosted a morning program that soon became the *Oprah Winfrey Show*. Her program became a national show in 1986. She was also an actress in *The Color Purple*. She was nominated for an Academy Award for her role in the movie. Oprah's TV show also received several Emmy awards. She set up her own production company and, in 1988, became the owner of the show.

In 1995, Oprah was named on the Forbes list of the four hundred richest Americans. She was the only African American on the list. She started Oprah's Book Club. She produced and starred in the film *Beloved*. Two years later, Oprah started her own magazine. In 2002, she created a leadership **academy** for girls in South Africa. Now she has her own cable network. It is quite a success story for a girl born into poverty.



1. From the context of the passage, which is the best synonym for **academy**?
 - a. a poor school
 - c. a university
 - b. a school with high expectations for students
 - d. a house
2. Which of the following did Oprah not produce or act in?
 - a. *Beloved*
 - c. *The Oprah Winfrey Show*
 - b. *The Color Purple*
 - d. the Forbes list
3. In which city did Oprah get her first job in broadcasting?
 - a. Nashville
 - c. Chicago
 - b. Baltimore
 - d. Milwaukee
4. From the context of the passage, what can you infer about Oprah's grandmother?
 - a. She was well loved but unhappy.
 - b. She was energetic and healthy.
 - c. She was sick but kind.
 - d. She was selfish and mean.

DIZZY DEAN

In the 1930s, “Dizzy” Dean and his younger brother, Paul, were great pitchers for the St. Louis Cardinals. Dizzy became a radio and television broadcaster for twenty years after injuries shortened his playing career. Dean’s unusual use of words made him popular and much quoted, except probably by English teachers.

Dizzy was very confident as a player. He tended to brag about his successes on the field. When he pitched a one-hitter and his brother pitched a no-hitter in a double header, he remarked, “If I had known what Paul was gonna do, I would have pitched one too.” He once claimed, “If Satch [Satchel Paige] and I were pitching on the same team, we’d clinch the pennant by July 4 and go fishing until World Series time.” He teased one batter, “Son, what kind of pitch would you like to miss?”

Dizzy rattled English teachers with his comments. He said “. . . there is a lot of people in the United States who say ‘isn’t’, and they ain’t eating.” He also enjoyed stretching the truth with some inventive stories. After he gave several different hometowns in different states as his place of birth, he told the writers, “Them ain’t lies; them’s scoops.” Another time, he remarked of a rather slow player, “He runs too long in one place. He’s got a lot of up and down, but not much forward.” The entire country laughed with Dean when he left a hospital after being hit on the head. He told the reporters, “The doctors X-rayed my head and found nothing.”



1. What are some of the English errors that Dizzy Dean made?
 - a. using “ain’t”
 - b. using “them” instead of “they”
 - c. using “there is” instead of “there are”
 - d. all of the above
2. What does “unusual use of words” mean?
 - a. creative expressions
 - b. speaking a foreign language
 - c. using an accent
 - d. speaking perfectly
3. Which paragraph quotes several of Dizzy Dean’s imaginative exaggerations?
 - a. paragraph one
 - b. paragraph two
 - c. paragraph three
 - d. both paragraph two and three
4. Which of the following information would not be relevant to support the main ideas of the passage?
 - a. Dean was playing during a time of severe economic depression.
 - b. Dizzy Dean won thirty games and lost seven in 1934.
 - c. Dean once said, “It ain’t bragging if you can do it.”
 - d. Dean once cleaned horse corrals as a child.

MICHAEL JORDAN

Michael Jordan is regarded by many as the greatest basketball player in the history of the game. He played the guard and forward positions. Jordan was famous for his accurate shooting in pressure situations and his exciting style of play. He could break loose from a crowd of players. Then he would drive over, around, and through the other players on the court to score. He was known for his “hang time.” He seemed able to stay suspended in the air while making a driving layup or a long jump shot.

Michael Jordan was born in New York City and grew up in North Carolina. He did not show much early promise as a basketball player. He didn’t even make his high school team as a freshman. He improved his game enough to be selected by the University of North Carolina. He made the winning shot in the final championship game of the NCAA tournament his freshman year.

Jordan was selected to play by the Chicago Bulls in the NBA. He was Rookie of the Year in the NBA in 1985. He led the Bulls to six NBA titles in the 1990s. In those years, he simply dominated the game. He had the highest average points per game for his entire career. He led the NBA in scoring in ten different seasons. Jordan left the Bulls in 1993 to play baseball, which didn’t work out. He returned to the Bulls in 1995. Later, he was part owner and president of the Washington Wizards. He also played for them. He retired in 2003. Jordan was very successful in using his name to promote products, such as tennis shoes and sportswear. The popular Nike Air Jordan® shoes are named after him. His **endorsements** of these products remain successful even though he has retired from basketball.



1. What is the best summary of the passage?
 - a. Michael Jordan was a good basketball player.
 - b. Jordan led the Chicago Bulls to six titles in the 1990s.
 - c. Michael Jordan is perhaps the best basketball player in history.
 - d. Michael Jordan made a lot of money on endorsements.
2. From the context of the passage, what is the best meaning of **endorsements**?
 - a. selling products
 - b. putting your name on and reputation behind a product
 - c. supporting a friend
 - d. playing forward in basketball
3. What is the author’s purpose in writing the passage?
 - a. to inform the reader
 - b. to encourage the reader to play basketball
 - c. to tell a story
 - d. to make the reader laugh
4. Which of the following facts is not relevant to an article about Michael Jordan?
 - a. Michael Jordan is six feet, six inches tall.
 - b. Jordan played basketball in the Chicago Bulls organization.
 - c. Jordan was MVP six times in the NBA finals.
 - d. Karl Malone played in the NBA.

ELIZA HARRIS

Eliza Harris was a young slave mother living in Kentucky. Two of her children had already died from starvation and mistreatment. She learned that she and her two-year-old daughter were to be sold to different owners. They would be separated from each other and from the rest of her children. Eliza fled. She was determined to get across the Ohio River to a free state. Then she intended to escape all the way north to Canada. Eliza walked many miles through the bitter cold of a winter night to the river. She carried her daughter in her arms. With slave catchers following close behind her, Eliza leapt onto a piece of ice floating down the river.



She jumped to another chunk of ice when that piece started to break apart and sink.

Eliza crossed the wide river, jumping barefoot across broken ice pieces. She was still holding her child in her arms. A stranger who watched her **daring** crossing guided Eliza to a house. The house belonged to a family who helped African Americans escape from slavery. There were many people in the area that opposed slavery, and some of them helped runaways. She was then led to the homes of other people who moved her along secret routes to freedom. Eventually, Eliza returned and led her other children to freedom. Her story and name were later used in a novel against slavery, *Uncle Tom's Cabin*. In this way, her brave journey and strong character have been preserved for many years to come.

1. From the context of the passage, what is the meaning of **daring**?
a. well-known and important b. unknown c. famous d. brave
2. What do you think made the stranger want to help Eliza?
a. He had nothing else to do.
b. He was impressed by her courage crossing the river.
c. He wanted a reward. d. He liked to walk.
3. How did Eliza show determination and courage in her escape?
a. She leaped barefoot from ice piece to ice piece while carrying her daughter.
b. She was being chased by slave catchers and that didn't stop her.
c. She didn't quit despite the pain and dangers.
d. all of the above
4. Who helped Eliza escape from Kentucky to Canada?
a. people opposed to slavery c. slave catchers
b. Eliza's owner d. her children

NELSON MANDELA

Nelson Mandela became one of the best-known people in the world while he was in a prison cell. He spent twenty-seven years in prison. The leaders of South Africa wanted to keep blacks as second-class citizens. They put Mandela in prison because he publicly opposed their policy called **apartheid**. This policy forced all blacks to carry a passbook if they left home to go to another area. It was a way of controlling the movements of all blacks. Mandela publicly burned his passbook after the police shot sixty-nine blacks. They had gathered to peacefully protest against passbooks and forced separation. Blacks were kept separate from whites in all public areas and services. They had to live in different towns. They had to use different restaurants, schools, and even movie theaters.



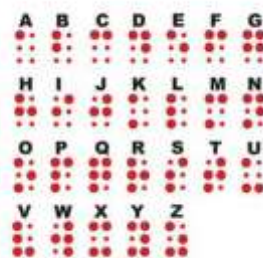
In 1963, Mandela was arrested and accused of organizing a rebellion against the government. They said he was planning to destroy power lines, buildings, and public services. He was sent to prison for life. Mandela was kept in a cramped cell. He could receive only one visitor and one letter every six months. He had to dig in a lime pit or crush stones into gravel all day long. He soon became a leader among the prisoners. He protested the **mistreatment** of the men in jail and the mistreatment of blacks in the country.

Mandela became a symbol of freedom. He wanted the government to share power between blacks and whites. Other nations began to oppose the government. They refused to do business with South Africa. The leaders in his country realized that Mandela had to be released from prison. When he was freed, he received the Nobel Prize for Peace. He was soon elected as the new president of South Africa. Nelson Mandela has become a symbol of liberty to the world.

1. From the context of the passage, what is the best meaning of **apartheid**?
 - a. the separation of black people and white people
 - b. a revolution against the government
 - c. putting people in prison
 - d. sharing power with both races
2. Which fact would support the proposition that Nelson Mandela was a good leader?
 - a. He was always punctual, or on time.
 - b. He refused to encourage violence against whites.
 - c. He loves listening to classical music.
 - d. While in prison, he worked in a gravel pit.
3. From the context of the passage, which is the best synonym for **mistreatment**?
 - a. kindness
 - b. cruelty
 - c. running away
 - d. bad feelings
4. Which of the following is an opinion and not a fact?
 - a. Nelson Mandela was elected in 1994 to be president of South Africa.
 - b. Mandela has been married three times.
 - c. The apartheid laws began in 1948.
 - d. Nelson Mandela was the most important leader in the world.

LOUIS BRAILLE

Louis Braille was the three-year-old son of a French leather worker when he accidentally stabbed himself in the left eye. He was trying to push a sharp, pointed awl through a piece of leather in his father's shop. His parents stopped the bleeding and took him to a doctor. However, in 1812,



even doctors did not yet know about germs. Louis got an infection in his injured eye, and it spread to his good eye. Within two years, Louis lost all of his sight and was permanently blind. Despite his blindness, his family helped him learn the places where he was walking. They taught him to recognize the voices of neighbors. His sister taught him to identify letters made of straw when he touched them. He was even allowed to attend the village school. He learned math very quickly and remembered everything the teacher said.

In 1819, Louis went to the first school for the blind in Paris, France. He would spend the rest of his life there. By the age of fourteen, Louis had read all fourteen of the Institute's raised letter books. He realized that a new code was needed to allow blind students to read with their fingers. He experimented with several codes using raised dots. He worked every night with a **stylus**, punching holes in paper. Within three years, he developed the Braille system, named in his honor by the other students. It took Louis twenty years to have his own system accepted. The authorities at the Institute first destroyed many of his books. Today, Braille is the most popular reading method for the blind.

1. From the context of the passage, when was Louis Braille born?
a. 1809 b. 1812 c. 1814 d. 1819
2. How long did it take Louis to invent a system of writing for the blind?
a. three years b. twenty years c. one year d. fourteen years
3. What led to Louis Braille's blindness?
a. stabbing himself with an awl c. a bee sting
b. an eye infection d. both a and b
4. From the context of the passage, what is a **stylus**?
a. a tool for reading b. a tool for punching holes
c. a new dance d. both a and b

JULIUS CAESAR

Julius Caesar was born about 2,100 years ago. Rome had become a hotbed of violence and political unrest. Corrupt groups and dishonest leaders within the ruling class fought each other to gain power. They did not care what it cost the people or the country. Caesar survived many conflicts within the brutal political battles in Rome. He made a temporary deal with the wealthiest man in Rome named Crassus. He also connected with the most famous general named Pompey. Caesar was the man in charge of pleasing the people in the city. Later, Caesar was made governor of Gaul, part of which today is France. He defeated the Gauls in an epic eight-year war. It cost the Gauls one million lives. Another one million people were sold into slavery.



Crassus died in a war. After his victories in Gaul, Caesar challenged Pompey for control of Rome. He captured Italy in a brilliant military campaign. He finally faced and defeated Pompey's army in Greece. He won a total victory. Pompey escaped and was killed in Egypt. Caesar became involved in plans to control Egypt. He formed a personal and political friendship with Cleopatra, the last queen of Egypt. He soon brought Egypt under the control of Rome.

Caesar returned to Rome where he made himself absolute **dictator**. This outraged the other members of the government. He was the only power in the country. A group of more than sixty men planned to kill him. Some were his friends. They believed that he had become too powerful. Caesar was stabbed to death in the Roman Senate on March 15, 44 BCE.

Julius Caesar had totally reformed Roman life. He brought about a number of changes in Roman law and government. He had also greatly extended the Roman Empire.

1. From the context of the passage, what is a **dictator**?
 - a. a soldier
 - b. an empire
 - c. a ruler with total power
 - d. an army
2. What led to Pompey escaping to Egypt?
 - a. He lost a battle in Egypt.
 - b. He lost a battle in Greece.
 - c. He lost a battle in Venice.
 - d. both a and b
3. Which word means "military or political planning and actions"?
 - a. campaign
 - b. empire
 - c. absolute
 - d. hotbed
4. Which sentence is irrelevant to the information in the passage?
 - a. Pompey had never been defeated in battle before his battle with Caesar.
 - b. Crassus was a powerful Roman politician who had important political connections.
 - c. Caesar was a Roman consul, the most important leader in Rome.
 - d. Cleopatra was the last queen of Egypt.

BILL GATES

Bill Gates was a good student in school, but he was more interested in a new invention. The personal computer was beginning to interest people in the early 1970s, and he was one of these people. By the age of fifteen, most of his classmates were playing sports and beginning high school.



Bill Gates was working with computers. That year, Gates and a classmate, Paul Allen, set up their first software company. They wrote programs for computers. At the age of twenty, he and Allen began to design programs to run on PCs. They also started Microsoft® that year. Five years later, Microsoft was chosen by IBM® to design the operating system on their new PC. The operating system is the main program for running a computer's functions.

Bill was not yet thirty, and he was running one of the most vital new companies in the world. Gates wrote the system for running the IBM® and similar PCs. His company sold millions of copies. In 1985, Microsoft wrote the first **version** of the Windows® system. It is used on many computers. The company has sold millions of copies of Windows. It is constantly being revised and improved.

Bill Gates is still involved in making his company the leading maker of software for computers. However, he no longer runs the daily operations of his company. He still plans and develops new and better software. The success of his company has made Bill Gates one of the richest men in the world. But he doesn't keep his money for himself. He gives a lot to charity. He has created one of the largest charities. This charity supports efforts to improve health, education, and libraries all over the world. Gates has given billions of dollars so people can learn better and live longer.

1. From the context of the passage, what is IBM?
 - a. a software company
 - a. a maker of personal computers
 - b. a PC
 - d. a company owned by Gates
2. From the context of the passage, what is the meaning of **version**?
 - a. a form of something
 - b. a charity
 - c. the final copy of a file
 - d. a story
3. What is the operating system of a computer?
 - a. the insides of a computer
 - b. the main program for controlling a computer's functions
 - c. the "on" switch
 - d. the maker of software
4. How old was Gates when Microsoft was chosen to develop the operating system for IBM personal computers?
 - a. fifteen
 - c. thirty
 - b. twenty-five
 - d. fifty

LEONARDO DA VINCI

Leonardo Da Vinci, born in 1452, was one of the most unusual men who ever lived. He was a genius in many fields of learning. He was born in Vinci, a small community in Italy. He studied art in Florence. Leonardo worked in Florence and Milan as an artist and a sculptor. He worked for powerful **dukes** controlling those cities. He also designed special stage shows using machines that he designed and built.



Leonardo planned many projects that he did not finish. These included a bronze horse that was used for weapons practice by soldiers. Da Vinci worked on the *Mona Lisa*, his most famous painting, for many years, but it was never completed. However, the rather hard-to-read smile on the woman's face is one of the most famous images in the history of art. Leonardo spent the last three years of his life at the castle of his last patron, the king of France. He died there in 1519.

Leonardo often studied the flight of birds. He used these studies to make designs for flying machines. He was always seeking the perfect balance between art and beauty in design. He was interested in the bodies of animals. He studied the inner structure of the human body. Da Vinci kept journals of his thoughts. They were written left-handed and in mirror writing. He did this so that his ideas could not be stolen by others. Leonardo was truly an amazing and unusual genius.

1. Which of the following pieces of information would not be relevant to the passage?

- Leonardo experimented with new types of paints in some of his paintings.
- Leonardo's sculptures demonstrated a sense of harmony in life.
- Leonardo designed many machines that could not be made.
- Columbus sailed to America during Leonardo's lifetime.

2. Why would Leonardo write his papers left-handed and in mirror writing?

- He was left-handed.
- He only saw things as if in a mirror.
- He was secretive and distrusted others.
- both a and c

3. What is the author's purpose in writing the passage?

- to encourage the reader to become an artist
- to persuade the reader
- to inform the reader
- to make the reader laugh

4. From the context of the passage, which of the following means about the same as dukes?

- kings of nations
- elected national leaders
- city rulers who inherit their jobs
- presidents of small countries

MAE JEMISON

Mae Jemison is both a scientist and a medical doctor. She is the first African American woman to travel into space. As a child, Jemison decided to become a scientist. She grew up in Chicago. There, an uncle introduced her to science. She soon became very interested in the subject. She was fascinated by astronomy. She loved reading **science fiction** books, such as *A Wrinkle in Time*.



Jemison received a grant to Stanford University when she was sixteen. She enjoyed taking classes in art, dance, theater, and African American studies. She graduated with a degree in chemical engineering and Afro-American studies. One summer, she worked as a doctor's assistant in a camp for refugees. During this time, she studied to become a doctor at a medical college. She served as a doctor in the Peace Corps after she completed medical school. Jemison worked on several projects for a health institute. There, she tried to find new ways to treat infectious diseases.

Jemison was accepted into the NASA space program in 1987. She completed her astronaut training the next year. She made her space flight in 1992 as a mission specialist on the space shuttle crew. Later, she left NASA and taught at a college. She started programs to increase hands-on science teaching for children in the United States. She also worked on a science-camp program for children from other nations. Jemison is now focused on improving healthcare in Africa.

1. Which of these occupations has Mae Jemison done?
 - a. doctor
 - c. teacher
 - b. astronaut
 - d. all of the above
2. From the context of the passage, what is the meaning of **science fiction**?
 - a. true stories of adventures in space
 - c. research documents
 - b. imaginary stories of science adventures
 - d. books written by aliens
3. Which word refers to “a person displaced from his or her home”?
 - a. international
 - c. refugee
 - b. scholarship
 - d. founded
4. Which of the following events happened third?
 - a. Jemison worked as a doctor for the Peace Corps.
 - b. Jemison received a grant from Stanford.
 - c. Jemison decided to become a scientist.
 - d. Jemison went to Stanford University.

WILLIE MAYS

In the 1950s and early 1960s, you could start a serious argument about who was the best player in baseball. Yankee fans tended to support Mickey Mantle as a power hitter and swift-running center fielder. Giants fans favored Willie Mays. From the time he entered the league at the age of twenty in 1951, Mays was a great player. He could hit with great power. He could also run the bases with style and great speed. He could catch just about anything hit in the direction of center field. Mantle was fast, but Mays was an artist with the glove.



“The Catch” was made in the first game of the 1954 World Series. It became the standard beside which all other great fielding efforts were compared. With the score tied in the eighth inning and a runner on first, Cleveland Indians’ slugger Vic Wertz smashed a towering drive into the far reaches of right center field at the Polo Grounds. Mays took off at the crack of the bat with his long-legged, fluid, smooth stride. He made the catch with his back to the plate. He turned and fired a perfect strike to second base, forcing the runner back to first. The Giants won in ten innings and swept the series.

Mays played from 1951 to 1973 and hit 660 home runs. He became the all-time leader in outfield putouts. He made many more **sensational** catches and won twelve Gold Gloves in fielding. When asked if any particular catch was his greatest, he responded, “I don’t compare ’em, I just catch ’em.”

1. From the context of the passage, what is the meaning of **sensational**?
 - a. incredible
 - b. slow-moving
 - c. hard to see
 - d. running
2. Who is quoted in the last line of the passage?
 - a. a sportswriter
 - b. a manager
 - c. Mickey Mantle
 - d. Willie Mays
3. Which of the following is an opinion and not a fact?
 - a. Willie Mays was the greatest baseball player.
 - b. Mays hit twenty-two extra-inning home runs.
 - c. Mays hit his first home run off pitcher Warren Spahn.
 - d. Mays was often called the “Say Hey Kid.”
4. What is a fluid running style?
 - a. running in water
 - b. easy, smooth leg movement
 - c. very slow
 - d. hard to see

ADVANCED

THE UNKNOWN WINSTON CHURCHILL

Sir Winston Churchill is known as one of the greatest leaders in world history. His courage rallied England during World War II at a time when Germany was conducting nighttime bombing raids over British cities, killing thousands of civilians and destroying tremendous amounts of property. But the private Winston Churchill was a man of varied hobbies who lived an exciting life outside of his major political role in saving Europe from Nazi Germany.

During the Boer War in 1899, a train he was traveling on was stopped when Boer commandos blocked the train rail with a massive boulder. He fought bravely but was captured and taken as a prisoner to Pretoria in enemy territory. He escaped by jumping a wall and hitching rides on trains. His dangerous escape made him a national hero.

He suffered from depression and painted to help overcome it. He mostly painted landscapes with oil paints. He once entered and won a painting contest for anonymous painters. Many of his paintings hang today in galleries, and he is considered a very accomplished artist. Churchill was also a world-renowned writer. Over the course of his life, he wrote many books and articles for magazines and newspapers. His most famous writings had to do with history. He was awarded the Nobel Prize in Literature in 1953, which is the highest award an author can receive.

In addition to being a famous writer and painter, he was also a bricklayer and built many structures. Although built sixty years ago or more, many of the buildings and walls still stand today. He also bred butterflies and loved small animals.

Soldier, escaped prisoner of war, statesman, artist, writer, and bricklayer—Winston Churchill is not only known for his abilities as a world leader but also because he was an amazing man of numerous talents.

1. What does the word structures mean as it is used in the fifth paragraph?
 - a. organizations
 - b. arrangement of parts
 - c. buildings
 - d. the parts of an organism
2. What is one of Churchill's greatest accomplishments as an author?
 - a. He wrote mostly about history.
 - b. He won the Nobel Prize in Literature.
 - c. He wrote articles for newspapers.
 - d. He wrote about his accomplishments during World War II.
3. When was Churchill captured by the Boers?
 - a. in 1953
 - b. during World War II
 - c. during World War I
 - d. in 1899
4. What is Winston Churchill most known for?
 - a. He was a great leader in world history.
 - b. He rallied England during World War I.
 - c. He escaped from capture in Pretoria.
 - d. He was an accomplished painter.

LAWRENCE OF ARABIA

The person referred to as “Lawrence of Arabia” was actually a British World War I army officer named Thomas Edward (T.E.) Lawrence. A movie made about his adventures won seven Academy Awards.

Lawrence was an archeologist and had traveled extensively in the Middle East prior to World War I. When the war broke out, he joined the British army to do some survey work, including some intelligence work spying for the British.

During the war, Lawrence fought with Arab troops in guerilla operations against the armed forces of the Ottoman Empire. He helped develop strategies that were vital to an Arab revolt in the area.

In addition to guerilla operations, Lawrence arranged and fought in three major battles, including the Battle of Aqaba—the first major victory for the Arab guerilla forces. Other major battles include the battle of Taleh and the Fall of Damascus. He was awarded medals and promoted to Colonel.

Despite his heroic exploits, Lawrence was mostly unnoticed. Even the Turks, who had a bounty for his death, did not know what he looked like. It wasn't until an American war correspondent gave a lecture series about Lawrence's achievements in the war that he became known as “Lawrence of Arabia.”

After the war, Lawrence refused a knighthood by the King of England. He became a close adviser to Winston Churchill and joined the Royal Navy under an assumed name due to all the publicity he received. Eventually, he had to resign due to spy activities attributed to him.

Lawrence had a love of motorcycles and owned many, but a motorcycle accident in 1935 took his life. He is considered the most famous British military figure in history.

1. What background knowledge would be helpful for understanding this text?
 - a. an understanding of what it means to be a knight
 - b. an understanding of events during World War I
 - c. knowledge about motorcycles
 - d. a viewing of an Academy Award-winning movie
2. What does the word exploits mean as it is used in the fifth paragraph?
 - a. deeds
 - b. speeches
 - c. profits
 - d. advertisements
3. According to the text, which of the following was not one of Lawrence's roles in the British military?
 - a. spy
 - b. colonel
 - c. developer of strategies
 - d. archaeologist
4. What can you infer about Lawrence in this biographical sketch?
 - a. He was a courageous person.
 - b. He didn't believe in fighting for the cause of the war.
 - c. He was loyal to the King of England.
 - d. He was a recluse.

SIR THOMAS MORE

Sir Thomas More lived during a time of political change in England. The king had declared himself head of the Church of England, and More refused to acknowledge this transfer of power within the church. Instead, he stood up for his beliefs.

Prior to the King's declaration, Thomas More served as counselor, secretary, and confidant for Henry VIII. He practiced law but was also a scholar and a journalist. More had a good education and studied spiritual texts while preparing for his law career. Finally, he felt he must make a choice between a life of civil service and the monastic life. He moved to a monastery outside of London in 1503 and participated in the community as much as his legal career would allow. After a time, he once again felt the calling to civil service. More wanted to serve his country, so he let the monastery to enter Parliament just one year later. Eventually, he was elected as speaker of the House of Commons. During the course of his career, he published novels as well as papers defending the Catholic church and lashing out against Martin Luther and the protestant revolution.

After the king disclosed his plans to divorce Catherine of Aragon to marry Anne Boleyn, More resigned from the House of Commons. He cited ill health as his reason, but most likely his decision came as much from his disapproval of the king's actions as anything else. More subsequently did not attend the coronation of the new queen, and the king did not view this favorably. The king's ire was further raised when More refused to swear to the Oath of Supremacy, which effectively declared King Henry as the head of the Church of England. He was found guilty of treason, sent to the tower, and beheaded a year later.

More's final words were, "The king's good servant, but God's first."

1. What words could be used in the first paragraph in place of the phrase "stood up for his beliefs"?
 - a. defended his persuasion
 - b. defended his doubt
 - c. defended his convictions
 - d. defended his guilty sentence
2. Which title would be a good alternative for this text?
 - a. "The King's Good Servant"
 - b. "A Monastic Life"
 - c. "A Man of Principle"
 - d. "Servant to All"
3. What is the significance of More's choices?
 - a. He considered others less important than himself.
 - b. He made decisions based on what other people wanted him to do.
 - c. He thought only of what would serve his best interests.
 - d. He tried to stand up for what he thought was right.
4. Which of the following does not describe a way in which Thomas More served Henry VIII?
 - a. He was secretary to the king.
 - b. He refused to support the king's declarations.
 - c. He was an adviser to the king.
 - d. He was the king's confidant.

OLYMPIC INSPIRATION

The 2012 Olympic Games in London was a year for gold. Katie Ledecky, the youngest member of the United States Olympic swim team, took gold in the 800m freestyle. She credits her win, in part, to being inspired by watching Michael Phelps and Missy Franklin win gold.

Katie worked diligently the year prior to the Olympic Games. She balanced training and ninth grade, winning the 800m in two pre-Olympic Games events. Katie gained confidence and speed during training camp prior to the Olympic Games.

During the games, Katie focused her thoughts on world records and the medals her teammates won. She wanted to do well for her country. In an interview, Katie said watching Phelps and Franklin win was very exciting, but she kept it to herself and “just used it as extra energy.”

During the race, Ledecky got off to a dynamic start and soon was an entire body-length ahead. Phelps summed up the race by commenting that Katie had fun, nearly broke a world record, and won the gold. He felt that was pretty impressive for a fifteen-year-old.

Katie continues to swim and train at swim clubs near her home in Maryland. She recently won the 2013 U.S. Olympic Committee Sportswoman of the Year award. In addition, she has won four gold medals at the World Championships and broken two world records. Some news reports have called Katie a “hometown hero.”

1. On which aspect of Katie’s career does this passage focus?
 - a. her training
 - b. details of every race she has won
 - c. her experience at the 2012 Olympic Games in London
 - d. her hopes and goals for the future
2. How did Phelps and Franklin inspire Katie to win gold?
 - a. They cheered her on during the race.
 - b. Their wins excited her and gave her extra energy.
 - c. They helped her during training.
 - d. they showed her how to have an edge over the competition.
3. Which paragraph summarizes Katie’s Olympic Games race?
 - a. the first paragraph
 - b. the second paragraph
 - c. the third paragraph
 - d. the fourth paragraph
4. What does it mean in the second paragraph to say that Katie worked diligently?
 - a. She persevered and kept working.
 - b. She worked carefully.
 - c. She made sure everything was done correctly.
 - d. She studied to learn everything she could about swimming.

HARRY S. TRUMAN, U.S. PRESIDENT

When people think of a United States president, they typically think of someone who is highly educated and from a family of successful people. Harry Truman, the 33rd president, lived a humble life until thrust into the United States Senate at age 50 without a formal college education. He became vice president in 1945 and then president that same year after President Franklin Roosevelt died in office. He was the last president not to have a college degree.

Truman was born into a farming family in Missouri. As a child, he loved the piano, becoming proficient and playing regularly the rest of his life. After graduating high school, he started working and had a succession of jobs that included being a railroad timekeeper and a mailroom clerk for a newspaper. After his military service, he started a business, which ultimately failed.

In 1917, Truman joined the army to serve in World War I. He was captain of an artillery unit and showed exceptional leadership and courage. One time during battle, the Germans attacked, and his men began to turn and flee. He was able to rally them to turn and fight. After that, he had undivided loyalty from his men.

He showed that same determination as president. Taking over during World War II, he immediately faced immense difficulties. Through courage and homespun wisdom, he was able to help guide the war to a successful end. His decision to use atomic weapons against Japan was perhaps the single most difficult decision a president has ever had to make. He led the world in the post-war era providing food, clothing, and hope to much of Europe.

Harry Truman serves as a reminder that difficulties in life can be overcome and that one can achieve great things in spite of setbacks and trials.

1. What is one fact from Truman's life that sets him apart from other presidents in recent history?

- a. He had a job before becoming president.
- b. He served in the U.S. Senate.
- c. He did not have a college degree.
- d. He served in the military.

2. What is one example of Truman's leadership abilities?

- a. He inspired his men to turn and fight while under German attack.
- b. He played the piano well.
- c. He was not accepted into West Point.
- d. He had a successful business after the war.

3. Which statement from the text best explains Truman's success as president?

- a. He became vice president in 1945.
- b. He became president that same year after President Franklin Roosevelt died in office.
- c. Taking over during World War II, he immediately faced immense difficulties.
- d. Through courage and homespun wisdom, he was able to help guide the war to a successful end.

4. Which is a synonym for the word exceptional as it is used in the third paragraph?

- a. uncommon
- b. unbelievable
- c. rare
- d. outstanding

MAN OF FINANCE

Many Americans seek success, but very few make it into the history books. Even fewer become known and remembered for their positive contributions to the development of their country. John Pierpont (“J.P.”) Morgan was considered a master of finance and is still considered one of America’s leading businessmen.

Morgan got a glimpse into his future early in life, as he learned the language of banking and studied at a leading private financial house in New York. the son of a banker, he followed his father into the family business. He went on to become a well-known financier. In 1871, he founded a private banking company, which later became known as J.P. Morgan & Company. Over time, Morgan learned to make wise financial decisions, including investing in the emerging electricity industry. During times of depression and financial crisis, the government requested help from Morgan’s company.

During the period in which Morgan lived, people scrutinized the few who had wealth and power. They accused J.P. Morgan of creating monopolies, which made it difficult for other businesses to compete in the market. It’s true that he invested heavily in the railroad industry, as well as founding the U.S. National Steel Corporation.

Finance didn’t consume Morgan’s entire life, however. An avid sailor, he was a member of a yacht club and a participant in America’s Cup races. As one of the founders of the Metropolitan Museum of Art, Morgan also enjoyed collecting art, eventually donating his collection to the museum. He also played a role in organizing the Museum of Natural History. Morgan made private donations as well, in one instance donating money toward the construction of a new hospital building.

At the time of his death in 1913, Morgan was considered an influential financier. His influence continues even today, not only in the finance company that bears his name, but also in the concept of corporate power and wealth.

1. Which of the following is not an industry in which J.P. Morgan invested?
 - a. electricity
 - b. railroads
 - c. steel
 - d. plastic
2. Which statement from the text gives a clue about a major influence in Morgan’s career?
 - a. The son of a banker, he followed his father into the family business.
 - b. During times of depression and financial crisis, the government requested help from Morgan’s company.
 - c. During the period in which Morgan lived, people scrutinized the few who had wealth and power.
 - d. He invested heavily in the railroad industry, as well as founding the U.S. National Steel Corporation.
3. What is the main idea of the fourth paragraph?
 - a. It describes Morgan’s early life.
 - b. It explains Morgan’s role in the development of corporate business in America.
 - c. It describes Morgan’s interests outside of finance.
 - d. It explains what made J.P. Morgan so successful.
4. Which is a synonym for the word crisis as it is used in the second paragraph?
 - a. dilemma
 - b. emergency
 - c. plight
 - d. decision

STRONGER THAN STEEL

Many inventions are renowned for their role in improving quality of life or for helping people. Stephanie Kwolek contributed to both with her invention of Kevlar®. At first, Kwolek wanted to study medicine. After earning a degree in chemistry, she took a temporary research position. Kwolek became so intrigued, she decided to pursue a career in the area of chemical research.

Her work and discoveries with polymers led to the creation of a material five times stronger than steel. The material was named Kevlar. It came about through a combination of experimenting with polymers, heat, and spinning various substances. When tested, the new polymer proved to be very lightweight, yet extremely strong. Resistant to fire and other types of corrosion, it is the primary component of bulletproof vests. As such, it helps save the lives of countless soldiers and law enforcement officers. Many people don't realize, however, that Kevlar is also used in other products. Safety helmets, skis, and hunting and camping gear all make use of Kevlar. Not surprisingly, it is also used in suspension bridge cables, and in sea and space technology as well.

Kwolek has received numerous awards for her work and patents. Today, she is retired and enjoys her hobbies, as well as speaking with students about her invention. Kwolek likes to tell her audiences, "Every person has value, no matter what you do. This is what you have to remember."

1. What does the word corrosion mean as it is used in the second paragraph?
 - a. extreme heat sources
 - b. wearing away due to chemical reactions
 - c. a substance formed from a long chain of simple molecules
 - d. multiple liquids stirred together
2. Which was not one of Kwolek's goals in life?
 - a. to study medicine
 - b. to work in chemical research
 - c. to help people and improve their quality of life
 - d. to build suspension bridges
3. Why might Kevlar be a good material for safety helmets?
 - a. It is bulletproof and fire resistant.
 - b. It has a smooth, shiny finish.
 - c. It is inexpensive to manufacture.
 - d. It can withstand heat.
4. Which of the following was a key factor in the invention of Kevlar?
 - a. Some important people walked into the lab on the right day.
 - b. It passed military tests.
 - c. It resulted from a combination of experimenting with polymers, heat, and spinning various substances.
 - d. Kwolek was a research intern at a chemical company.

JUST AN ORDINARY GUY

Louis Sachar, the author of *Holes*, is just an ordinary person. He spent part of his childhood in New York, but his family moved to California while he was still in elementary school. While living in New York, his father worked on the 78th floor of the Empire State Building. Sachar says this may have been the inspiration for the Wayside School.

Sachar studied economics in college. He received a flier on campus one day that offered college credit in exchange for helping out as a teacher's aide at a local elementary school. Sachar thought it sounded like a good way to obtain free credit, so he signed up. It quickly became his favorite college class. He helped in classrooms and on the playground as a lunch supervisor. Sachar says that the kids in his books are based on kids he knew while working at that school.

After college, Sachar got a job at a warehouse. During this time he wrote his first book, *Sideways Stories from Wayside School*. It took him almost a year to write the book, which was accepted by a publisher during his first week at law school. He passed the bar exam and then did part-time legal work. He went on to practice law, continuing to write children's books in the evenings. Nearly ten years later, Sachar was making enough money from the sales of his books to leave the law profession and devote himself to writing full-time.

One of Sachar's most well-known works, *Holes*, won a Newbery Award in 1999. Sachar says when he started writing the book, it was more about the place than the characters. As he wrote, the characters became more developed. It took him a year and a half to write the book, the same length of time Stanley was sentenced to Camp Green Lake.

1. Where did Louis Sachar receive the inspiration for his stories?
 - a. from the books he read
 - b. from things that happened in his life
 - c. from his job
 - d. from his teachers
2. Based on the text, what can you infer about the author of *Holes*?
 - a. He doesn't have a strong understanding of childhood behavior.
 - b. He had an unhappy childhood.
 - c. He finds inspiration for his books from real-life events.
 - d. He enjoys writing books about law schools.
3. Which statement is not true?
 - a. There is a real Wayside school building that is sideways.
 - b. Sachar helped in classrooms and on the playground as a lunch supervisor.
 - c. It took Sachar a year and a half to write *Holes*.
 - d. One of Sachar's most well-known works, *Holes*, won a Newbery Award in 1999.
4. What does the word inspiration mean as it is used in the first paragraph?
 - a. breathing
 - b. something supernatural
 - c. an action that prompts a reaction
 - d. something that influences someone to do something creative

WOMAN OF JUSTICE

In an arena historically dominated by males, Sandra Day O'Connor had the honor of being the first woman nominated to serve on the Supreme Court. President Reagan nominated her in 1981, and she served until her retirement in 2006.

Justice O'Connor held a variety of positions as she gained legal and political experience. Early in her career, she served as Deputy Attorney General. O'Connor served as a civilian attorney in Germany and later as Assistant Attorney General for the state of Arizona. She served three terms as an Arizona state senator. From there, she continued to move up within the court system, serving as judge of a county Superior Court and then, a few years later, she was appointed to the Arizona Court of Appeals. Throughout her career, O'Connor remained active in civic and cultural organizations.

During her career, O'Connor earned a reputation as a moderate conservative. She often played an important role in key decisions affecting the justice system. She believes that justices are limited to the duties of the judicial branch, without their authority extending to executive or legislative roles. That is, justices do not create laws, nor do they implement or enforce laws. The role of the judicial branch is to interpret the law and apply it to cases of dispute. Although the Supreme Court spends much time determining whether or not laws are in fact constitutional, that power and authority is not granted in the Constitution. Many of the duties set forth in the Constitution refer to cases and rights between states or between the federal government and other parties.

In retirement, O'Connor has expressed her opinion that judges should not be elected. Rather, they should be appointed based on merit. She believes this would lead to better-qualified judges. O'Connor developed an interactive website program to teach middle-school students about the court system. Sandra Day O'Connor continues to make a positive impact in the lives of Americans.

1. Which is a synonym for the word moderate as it is used in the third paragraph?
 - a. tolerant
 - b. inexpensive
 - c. radical
 - d. average
2. Which position provided Sandra Day O'Connor with political experience?
 - a. Deputy Attorney General
 - b. civilian attorney
 - c. Arizona State Senator
 - d. Arizona Court of Appeals
3. Throughout her career, how did Justice O'Connor approach legal decisions?
 - a. as a conservative
 - b. as a moderate conservative
 - c. as a moderate liberal
 - d. as a liberal
4. Based on this passage, why might Sandra Day O'Connor have been nominated to the position of Supreme Court Justice?
 - a. She knew the president.
 - b. She had experience as a civilian attorney overseas.
 - c. She was active in civic and cultural organizations.
 - d. She had a wide range of experience, both political and legal, and had risen up within the court system.

THE FATHER OF PUBLIC LIBRARIES

Few “rags to riches” stories compare to that of Andrew Carnegie, a Scottish immigrant who later became one of the most famous and wealthy industrialists of his time. He was born in Scotland in 1835. The son of a weaver, his family expected him to follow in his father’s steps. However, the Industrial Revolution changed their plans. Mechanized looms replaced weavers, and Andrew’s father had to beg for work. Carnegie vowed that when he was older, he would rise up out of poverty. At the same time, Carnegie learned from relatives about equality in the workforce and the rights of common workers.

Carnegie’s family fled to America to seek better opportunities. Carnegie began his career among the working class, taking jobs in factories and the telegraph industry. In each job he held, Carnegie did his best. He embraced new and greater responsibilities. In time, he followed a coworker from the telegraph office into the railroad business. He worked for the railroads throughout the Civil War. After the war, Carnegie realized the potential of iron and steel. He resigned from the railroad to work for a bridge company before investing in the steel industry. Carnegie was willing to take incredible risks for the ideas and technology in which he believed. He said workers should form unions to protect their rights. However, Carnegie pushed his employees to work long hours for low wages. After working in the steel business for several years, he sold his company to J.P. Morgan.

Carnegie believed it was a disgrace to die rich. He turned his efforts to giving away his millions. Acting on his opinions that people should help themselves, he supported institutions of higher learning. Carnegie also established over two thousand libraries. He valued peace and built a “palace of peace” in the Netherlands that would later become an international court. Before he died, Carnegie gave away over 350 million dollars, a fortune even by today’s standards.

1. What is one thing that might be said of Andrew Carnegie?
 - a. He wasn’t willing to put forth the effort.
 - b. Sometimes his actions didn’t match his words.
 - c. He was too short-sighted and didn’t make wise investments.
 - d. He supported slavery during the Civil War.
2. From the passage, you can infer that . . .
 - a. Carnegie’s investment in the steel industry was a risk.
 - b. Carnegie didn’t support unions.
 - c. Carnegie made most of his money working in a factory as a laborer.
 - d. Carnegie supported charities.
3. What is the main idea of the third paragraph?
 - a. It introduces Carnegie’s background and family life.
 - b. It explains why Carnegie was a successful businessman.
 - c. It describes Carnegie’s business career.
 - d. It describes the ways in which Carnegie invested his money in helping people.
4. What do you think Carnegie meant when he said it was a *disgrace* to die rich?
 - a. A person loses the respect of others if he has wealth and doesn’t help others with it.
 - b. People who are rich often behave poorly.
 - c. People who die rich are typically dishonest.
 - d. Their family would be unworthy of receiving the inheritance.

MARGARET THATCHER, PRIME MINISTER

Our younger years often help form our beliefs, and our experiences affect how we choose to live. Such is the case with Margaret Thatcher. She became the first woman to lead a western democracy. Thatcher grew up in a close community that had strong values. She learned self-reliance, honesty, and the value of charitable work. Thatcher took chemistry classes in college, but she had a greater interest in politics. While growing up, her father served as a counselor in their community and discussed current events and issues with her. Thatcher went to college at Oxford, where she was elected president of a student association. This was the beginning of her political experience.

Thatcher ran for the Labor seat at Dartford. She lost both times she ran but enjoyed the campaign and displayed strong public-speaking skills. She went on to train as a lawyer and was later elected to Parliament.

Thatcher held a variety of political offices. She gained further experience as Education Minister. Five years later, she was elected as the leader of the Conservative party. The Conservatives won the majority in Parliament in 1979, and the next day, Margaret Thatcher became the Prime Minister of the United Kingdom.

During her terms of political leadership, Margaret Thatcher helped revive the economy. She spoke out against the mindset of decline that had prevailed since World War II, and she helped reshape the nation's foreign policy. Her reforms and policies contributed to the spread of democracy and the growth of free markets during the period following the Cold War. Even though Thatcher's leadership role was controversial, today she is viewed as an influential and respected world leader.

1. Which of the following is not an area in which Margaret Thatcher was influential?
 - a. economic reforms
 - b. foreign policy
 - c. democratic ideals
 - d. space exploration
2. Based on the passage, what can you conclude about Margaret Thatcher?
 - a. She didn't understand economics.
 - b. She was concerned about the welfare of her country.
 - c. She wanted to become famous.
 - d. She struggled to maintain her grades in college.
3. What does the word *decline* mean as it is used in the third paragraph?
 - a. deterioration
 - b. rejection
 - c. acceptance
 - d. descending
4. What background and experience did Thatcher bring to her role as prime minister?
 - a. daughter of a counsellor
 - b. elected to Parliament
 - c. lawyer
 - d. all of the above

AUTHOR OF ADVENTURE

A brief review of Gary Paulsen’s life shows why he is such a prolific writer. When he was young, a librarian handed him a book and showed him how to obtain a library card. From that point on, Gary became an avid reader. He spent hours reading alone, which may have fueled his taste for adventure. Paulsen ran away from home at age 14 and traveled with a carnival. Add to that a summer of farm chores and two runs in an Alaskan dogsled race. Throw into the mix various jobs including engineer, construction worker, truck driver, and sailor. With his diverse history, Paulsen has a wealth of experiences from which to draw on to write his stories.

Taking a big risk, Paulsen left a job as a satellite technician to pursue the field of writing. He worked as a magazine proofreader while working on his own writing at night. Later, he moved from California to Minnesota, renting a cabin by a lake. There, he wrote his first novel. During this time living in the woods, Paulsen tried his hand at dog racing. When forced to give up his dogs due to his health, Paulsen began to put the same energy he had devoted to dog training into his writing. According to Paulsen, he stays focused when he works, not doing anything else, which explains the number of books he has published.

Paulsen observes closely and cares about the world around him. He encourages his readers to do the same. These characteristics, along with his belief in young people, make him a popular author. Three of his books—*Hatchet*, *Dogsong*, and *The Winter Room*—have won Newbery Awards. With over 175 books published, Paulsen leaves readers with a lasting legacy.

1. What likely inspired Paulsen to write stories about survival in the wilderness?
 - a. He worked as an engineer.
 - b. He lived in the north Minnesota woods.
 - c. He liked to read.
 - d. He won awards for his writing.
2. Which is a synonym for the word *legacy* as it is used in the last paragraph?
 - a. gift
 - b. money
 - c. property
 - d. bequest
3. Which characteristics make Gary Paulsen a popular young-adult author?
 - a. He carefully observes the world in which he lives.
 - b. He has had a wide variety of experiences.
 - c. He believes in young people.
 - d. all of the above
4. Which of the following is not true about Paulsen’s early life?
 - a. He was an avid reader.
 - b. He did chores on a farm.
 - c. He sailed on the ocean with his father.
 - d. He ran away from home to work with a circus.

PELE

Edson Arantes do Nascimento is known to the world as Pele. He is considered by many experts to be the greatest soccer player in history. Pele was named the Co-Player of the Century in 1999 by FIFA.

Pele was born in Brazil and played professionally there for two decades. His performance in the 1958 World Cup made him a soccer legend. The national team won three World Cups during the time he played with them. Later in his career, Pele joined a team in the North American Soccer League.

His father struggled to earn a living as a soccer player. That didn't stop Pele from trying the game, even after growing up in poverty. No one knows for sure how he got the nickname "Pele," but he had the name from the time he kicked a sock filled with rags in the streets.

While playing on a youth team in Brazil, his coach suggested he try out for the Santos professional soccer club. Pele was 15 and scored his first goal within the year. He went on to score many more goals for his team. Based on his performance, he was recruited to play for the national team. Pele was a key player in Brazil's World Cup win in 1958, and he also helped the team win even more championships.

After Pele joined the New York Cosmos, he helped make soccer more popular in the United States. His final game was an exhibition game between New York and Santos. In that game, he competed for both sides. Over the course of Pele's career, he scored 1,283 goals!

Since retiring from soccer in 1977, he has continued to stay busy. Pele has served as Brazil's Minister for Sport, and he has been a United Nations ambassador for ecology and the environment. In 1975, Pele also won the International Peace Award for his work with UNICEF.

It's easy to see why at one point in his career, Pele was named Brazil's "national treasure."

1. In what year did Pele help the Brazilian team win the World Cup?
a. 1940 b. 1958 c. 1974 d. 1977
2. Which factor has probably not contributed to Pele's popularity?
a. He used to kick a sock filled with rags in the streets.
b. Pele joined the New York Cosmos, which helped make soccer more popular in the United States.
c. In his final exhibition game between New York and Santos, Pele competed for both sides.
d. Over the course of Pele's career, he scored over 1,200 goals.
3. How much time does two *decades* represent?
a. two years b. ten years c. twenty years d. forty years
4. In which paragraph can you read about Pele's contributions to humanity?
a. in the first paragraph b. in the second paragraph
c. in the fourth paragraph d. in the sixth paragraph

HARLAND DAVID SANDERS

Harland David Sanders is better known to most as Colonel Sanders, the founder of Kentucky Fried Chicken.

Harland Sanders was born in a small shack in September of 1890. Six years later his father died, leaving Harland to watch over his siblings while his mother entered the workforce. His duties at home included cooking, and within a year, he had begun to develop quite an aptitude as a cook. Following his mother's remarriage, he left home and subsequently dropped out of school in his early teens.

Throughout his life, he worked a wide variety of odd jobs. He was a farmer, insurance salesman, mule tender, and among other things, a political candidate. While working at one of his jobs as a service-station operator, he began cooking chicken. He sold it as part of a boxed meal for hungry travelers who stopped in for gas.

His food became so popular that he was listed in the popular restaurant guide *Adventures to Good Eating*.

In 1935, the governor made him a Kentucky Colonel for his contributions to regional cooking. Less than five years later, he purchased a motel and restaurant. Within a year, he had perfected his "secret recipe" for pressure-cooked chicken, but when World War II broke out, he lost most of his business and was forced to close.

After the war, he franchised his Kentucky Fried Chicken for the first time. Sanders spent the next several years developing his business. After one of his restaurants failed due to low traffic flow, Sanders began franchising in earnest.

He became the first fast-food owner to expand internationally. At one point, there were 600 restaurants. He eventually sold the chain of restaurants and traveled thousands of miles each year as a goodwill ambassador for the franchise.

Success came late in life for Colonel Sanders, and he gave heavily back to charities. Even today, over thirty years after his death, his trusts continue to provide money for charities and scholarships.

1. What inspired Harland Sanders to develop a chicken recipe?
 - a. His siblings' favorite food was chicken.
 - b. He learned to cook chicken while working on a farm.
 - c. While working at a service station, he sold cooked chicken as part of a boxed meal.
 - d. He knew he would be able to franchise his recipe and sell it to many people.
2. Which word best characterizes Harland Sanders?
 - a. lazy
 - b. procrastinator
 - c. persistent
 - d. greedy
3. Which of the following is true about Harland Sanders' life?
 - a. He watched over his siblings and helped at home with the cooking while his mother entered the workforce.
 - b. His recipe for cooking chicken failed miserably.
 - c. After one of his restaurants failed due to low traffic flow, Sanders gave up on his dream of franchising.
 - d. Success came early in life for Colonel Sanders.
4. What does the word franchise mean as it is used in the text?
 - a. freedom from restriction
 - b. a special right or exemption granted by the government
 - c. the right to vote
 - d. the right to market a product in a specific area

WALT DISNEY'S GREATEST STORYMAN

Sometimes we think more about how animation is created than the people behind the scenes. Bill Peet has written and illustrated over thirty books for children, and he is one of the major storytellers behind well-known animated movies.

Bill Peet began to develop his creative abilities at a young age. Peet grew up in Indianapolis, near the edge of the city, with access to the countryside. He also had the opportunity to visit his grandfather's farm, which bordered wilderness. Those experiences, combined with trips to the zoo, provided the foundation for future drawings of animals. When Peet entered school, his constant drawing sometimes became a problem, although one teacher encouraged his drawing. He dared to dream of a career in which he could put his drawing habit to use. He won a scholarship to an art school after high school and studied there for three years.

After art school, Peet needed to figure out a way to earn a living. He heard that Walt Disney was looking for artists, so he moved to California. There, Peet sketched and planned screen stories. He eventually became a storyman. Animated movies are made up of many individual drawings. Peet did the complete storyboards for two movies, *The Sword in the Stone* and *101 Dalmatians*. He also worked on *Peter Pan*, *Dumbo*, and *e Jungle Book*.

Peet's children's stories began as bedtime stories for his sons. He illustrated his stories with many animals and some people, too. Peet claims the reason for this is he loves to draw animals.

Bill Peet used different media for his drawings. He drew in pastels, pencils, and ballpoint pen. He dabbled in oil painting for a brief time. Many of his book illustrations are done in colored pencils and ink.

Two of Peet's animated works won awards. He's more well-known, though, as "Walt Disney's Greatest Storyman."

1. Based on the passage, which of the following movies did Bill Peet not work on?

- a. *A Bug's Life* b. *Dumbo* c. *101 Dalmatians* d. *e Jungle Book*

2. What does the word access mean as it is used in the second paragraph?

- a. able to approach b. a way of using something
c. the ability to get to a place d. to retrieve data from a computer

3. What inspired Bill Peet's drawings of animals?

- a. the countryside near his home b. his grandfather's farm and wilderness
c. visits to the zoo d. all of the above

4. What characteristic might have contributed to Disney's acceptance of Peet as a main storyman?

- a. his high-school drawings b. his ability to write and illustrate stories
c. his growing up in the city d. his oil paintings

BARBARA MCCLINTOCK, NOBEL PRIZE WINNER

Our current understanding of genetics is rooted in the study of plants. While a student at Cornell University, Barbara McClintock took biology classes and the only genetics course available. She expressed a great interest in her learning. The professor then invited her to attend his second course, offered only to graduate students. She studied the behavior of chromosomes and decided to pursue an advanced degree. She would study chromosomes and their genetic content for the remainder of her career.

During her career, McClintock taught botany at Cornell and went on to become a research associate. She later taught at other universities and worked with an agricultural science program as a consultant. After earning her Ph.D., McClintock received fellowships from various schools. This enabled her to continue her studies and research. She received honorary degrees and awards of achievement from several institutions. Perhaps her most prestigious award was when she was awarded the Nobel Prize in Medicine in 1983.

Barbara McClintock worked with chromosomes and genes in maize. She focused on the relationship between plant reproduction and how some plants mutated. She discovered that chromosomes could jump during plant breeding. This means that genes can change positions on the chromosome. After more research, McClintock proved that certain genes could turn physical characteristics—such as the color of leaves—on or off. Scientists later discovered a relationship between McClintock’s research on genetic mutations and bacteria that develop resistance to antibiotics. Such research helps us better understand how viruses and bacteria act.

Although her early work gained recognition in the scientific community, her later research on genetics was not initially well received. Only later, when her discoveries were confirmed by molecular biologists, did she receive additional honors. Described by a friend as a solitary person, Barbara McClintock focused her life on her research, which was her passion.

1. You can tell from the context of the passage that the word *chromosome* means . . .
 - a. the colored part of a plant.
 - b. the part of the cell nucleus that carries the genes responsible for hereditary characteristics.
 - c. something that makes bacteria resistant to antibiotics.
 - d. something that causes a virus.
2. Which was Barbara McClintock’s most notable award?
 - a. The Merit Award
 - b. MacArthur Foundation Grant
 - c. National Medal of Science
 - d. Nobel Prize
3. Which statement from the text best describes McClintock’s research?
 - a. She discovered that genes can change positions on the chromosome.
 - b. She received honorary degrees and awards of achievement from several institutions.
 - c. She studied the behavior of chromosomes and decided to pursue an advanced degree.
 - d. Barbara McClintock was a solitary person.
4. What is the main idea of the third paragraph?
 - a. It describes McClintock’s educational background.
 - b. It provides details about her scientific career.
 - c. It explains her research and its implications for science and medicine.
 - d. It describes the honors and awards she received.

WASHINGTON'S CROSSING OF THE DELAWARE

Many people are aware of the historical event when General George Washington crossed the Delaware River, but few understand the difficulties involved before and after the attack.

The Continental Army soldiers were signed up for very limited amounts of time. Many of their enlistments were expiring, and many had deserted. Washington sent some men out into the area to recruit new soldiers. Normally that would have been hard to accomplish, but due to the harsh treatment of the people by British soldiers, many people wanted to fight against them.

Another concern was ice floating in the river, as well as the river itself freezing. Washington's spies had told him that when the Delaware froze over, the British were considering walking across and attacking him. Washington had to move both men and artillery across at night.

On Christmas night, 1776, Washington split his forces into three units, called columns, to cross the Delaware at three different places. Each column had to move men as well as artillery. Only Washington was able to get both across in heavy sleet and snow. One other general managed to get his men across, but when unable to successfully transport his artillery, he returned with his men to the bank.

With fewer men and less artillery than he had hoped for, Washington still decided to attack. On December 26th, he divided his troops into two units and defeated the British. There were only nine American casualties. The British sustained 120 casualties and 1,000 men were captured. Washington ordered the British supplies to be plundered and their rum destroyed prior to the return trip across the Delaware.

This victory over the British raised the spirits of the American colonists and helped turn the tide in the Revolutionary War.

1. Which of the following did not contribute to the difficulty of the crossing?
 - a. Washington had to move both men and artillery across at night.
 - b. There was ice floating in the river.
 - c. They crossed in heavy sleet and snow.
 - d. It was hard to recruit new soldiers.
2. What does the word *casualties* mean as it is used in the text?
 - a. people who are hurt or killed in an accident
 - b. people in the military who are wounded or killed in active service
 - c. anything lost or destroyed by an unfortunate event
 - d. anyone who is a victim of a natural disaster
3. What was the author's purpose in writing this passage?
 - a. to help readers understand the challenges Washington faced
 - b. to teach readers about river ice
 - c. to explain how an army plans an attack
 - d. to describe what happens after an attack
4. Why did Washington have to move his forces at night?
 - a. The British treated their people harshly.
 - b. Washington wanted his men to cross the river at three different places.
 - c. Spies reported the British planned to walk across the frozen river to attack.
 - d. After the attack, the forces had to make the return crossing.

ANIMATED CARTOONS

Cartoons have been around longer than you might think. In 1640, Athanasius Kircher was the first man who attempted to put drawings into motion. He drew images on layers of glass slides and had them move within a lantern, giving the appearance of movement.

In the early 1800s, it was determined that movement can also be accomplished by placing fixed images on paper. This was called “the persistence of vision.” To illustrate this, John Paris invented the Thaumatrope. It was a two-sided plate with a different image on each side. Paris took an image of a bird on one side and an empty cage on the other. He used two strings and wound it so that when pulled tight, it spun and the two images “moved,” creating the illusion of the bird in the cage.

Mathematician William Horner invented the Zoetrope in 1867. It was a roll of paper with drawings on it, placed inside a turning drum with slots. As it turned and one looked through the slots, the images appeared to move. It was actually first called the Wheel of the Devil but was later renamed the Zoetrope.

Later, in the 1800s, Thomas Edison invented the Kinetoscope, the first cinema machine. One looked into a slot where a reel of photos or pictures passed, and the images moved seamlessly.

Based on Edison’s invention, images were eventually placed on film that moved at a high rate of speed. The cartoons were all hand drawn and carefully filmed to show natural movement.

Today, cartoons are made via computer technology, and the old-fashioned method of hand drawing every image is uncommon. Cartoons have expanded from being intended primarily for children to providing entertainment for all ages. After over three hundred years, they still have not lost their appeal.

1. Which device was invented first?

- a. the Zoetrope
- b. the Kinetoscope
- c. the Thaumatrope
- d. the cinema machine

2. What is the best way to describe animation?

- a. Still images appear to move.
- b. It brings objects to life.
- c. It is used to make movies more exciting.
- d. It can only be accomplished with computers.

3. What does the word *persistence* mean as it is used in the second paragraph?

- a. refusing to give up
- b. remaining
- c. continuing an act
- d. repeating a question

4. Which statement best describes the first animated cinema movies?

- a. He drew images on layers of glass slides and had them move within a lantern, giving the appearance of movement.
- b. The cartoons were all hand drawn and carefully filmed to show natural movement.
- c. Today, cartoons are made via computer technology, and the old-fashioned method of hand drawing every image is uncommon.
- d. By spinning the two images, Paris created the illusion of movement.

HANDHELD CALCULATORS

People today have access to “handheld” calculators in many different mediums: computers; smartphones; and small, individual calculators. Push a button here or a button there, and it computes complex calculations instantly. We think of this as “modern” technology.

One of the earliest handheld calculators first became available in the early 1960s. Personal computers came into widespread use twenty years later, and cellular phones with calculators sometime after that. Thousands of years ago, long before the invention of batteries or electricity, early versions of a calculator were already in use.

The first calculator was called an “abacus,” also known as a “counting frame.” An abacus looks like a wood rectangle with a series of wires stretched across. Small rocks or beads are slid along the wires. There are other types using small ropes or grooves made in hard sand along which small beads slide.

People would use an abacus to solve addition, subtraction, multiplication, division, square root, and cube root problems with amazing speed. These counting devices are so quick and portable that they are still used today in some countries among trade merchants.

Abaci were standard issue in most American grade schools until the mid 1900s. With the advent of handheld calculators, they quickly became obsolete.

1. Which phrase or statement best defines an abacus?
 - a. a handheld calculator
 - b. a wood rectangle with a series of wires stretched across; small rocks or beads are slid along the wires
 - c. used for addition, subtraction, multiplication, division, square root and cube root with amazing speed
 - d. quick and portable
2. Which is a synonym for the word *advent* as it is used in the fifth paragraph?
 - a. coming
 - b. arrival
 - c. approach
 - d. appearance
3. In which situation might an abacus not be used?
 - a. by your ancestors
 - b. by merchants in foreign countries
 - c. by students in the 1950s
 - d. by your parents at the store
4. What is the main idea of the text?
 - a. A battery-operated calculator is the only way to solve arithmetic problems.
 - b. Everyone should have a handheld calculator.
 - c. An abacus is an effective counting device.
 - d. An abacus is obsolete.

THE EMANCIPATION PROCLAMATION

The Emancipation Proclamation was an executive order issued by President Abraham Lincoln on January 1, 1863. The power to issue an executive order is granted by the Constitution and is subject to judicial review—that is, a federal court may rule that something is constitutional or not.

It was issued during the Civil War and freed slaves in the ten states still in rebellion against the United States. The order did not make slavery illegal, make former slaves citizens, or compensate their ex-owners.

The purpose of the Emancipation Proclamation was to eliminate slavery and bring the country together. Although issued January 1, 1863, President Lincoln never signed the order into law. A Constitutional Amendment supporting the Proclamation was ratified by the states in 1865.

When Lincoln first presented the proclamation to his cabinet in 1862, they were opposed to it. They felt it was too radical. Eventually, Lincoln overruled his cabinet and issued the order as he thought best to do.

One of the major non-slavery issues was that by issuing the order, it kept Europe from joining the war on the side of the Confederacy. Britain and France were interested in the cotton industry in the South and were prepared to become involved so as to have a part of that economy. However, the majority of Europe was against slavery. Because the Proclamation directed the attention of the war to slavery, it became an instrument in making the war an international issue.

Regardless of the particulars of issuing the Emancipation Order, it is one of the greatest documents in the history of the world.

1. What was the purpose of the Emancipation Proclamation?
 - a. to end the war
 - b. to free the slaves in the Confederate states
 - c. to encourage Europe to join the war
 - d. to proclaim that Lincoln was in charge of the war
2. Who proposed the Proclamation?
 - a. Europe
 - b. the slaves
 - c. President Lincoln
 - d. President Lincoln's cabinet
3. What does the word *radical* mean as it is used in the text?
 - a. illegal
 - b. extreme
 - c. unfriendly
 - d. advanced
4. Which of the following happened first?
 - a. Lincoln issued the Emancipation Proclamation.
 - b. Lincoln signed the Proclamation into law.
 - c. Lincoln presented the Proclamation to his cabinet.
 - d. The states ratified the Proclamation with a Constitutional Amendment.

PROHIBITION

From 1920 to 1933, there was a nationwide ban on the sale, production, and transportation of alcoholic beverages. It was called “Prohibition.”

Prohibition was set in place by the ratification of the Eighteenth Amendment to the United States Constitution. The 18th Amendment was overturned in 1933 with the passage of the 21st Amendment.

The Prohibition movement started in earnest after the formation of the Anti-Saloon League in 1893. Together, with the support of similar organizations like The American Temperance Society and the Woman’s Christian Temperance Union, these groups were able to get Prohibition laws passed locally, and from there, the national movement grew. In 1881, Kansas became the first state to outlaw alcohol.

During this time, breweries were very prosperous, and saloons were opening at an alarming rate. The consumption of alcohol grew to the point that it was considered by many to be an epidemic.

Prohibition began on January 17, 1920, when the Eighteenth Amendment went into effect. A total of 1,520 Federal Prohibition Agents (police) were given the task of enforcing the law.

During Prohibition, people were allowed to make limited amounts of certain beverages. Also, it is important to note that drinking alcohol was not illegal; only the selling of it was.

Many illegal establishments sprang up that served alcohol. Organized crime also got a major boost during this time. Bootlegging (delivering illegal alcohol) and other violent crimes grew enormously in many major cities.

Overall, the consumption of alcohol declined during Prohibition. One of the major reasons Prohibition failed was the inability of the government to regulate it. Too many people wanted to drink who had always been good citizens, and they refused to view drinking as breaking the law. As a result, the law was unpopular and ignored.

1. What was illegal under Prohibition?
 - a. selling alcohol
 - b. producing alcoholic beverages
 - c. transporting alcohol
 - d. all of the above
2. Which Constitutional amendment set Prohibition in place?
 - a. the 18th Amendment
 - b. the 20th Amendment
 - c. the 21st Amendment
 - d. the 23rd Amendment
3. Why did Prohibition fail at that time?
 - a. People wanted to use alcohol for medicine.
 - b. People used alcohol for religious reasons.
 - c. the government was not able to effectively regulate it.
 - d. Consuming alcohol became an epidemic.
4. What does *prosperous* mean as it is used in the fourth paragraph?
 - a. ominous
 - b. successful
 - c. controversial
 - d. lucky

THE GREAT AMERICAN DESSERT

Frozen desserts have been around much longer than you might imagine. Over two thousand years ago, Alexander the Great enjoyed snow and ice flavored with nectar. During the Roman Empire, runners were sent to the mountains for snow, which was then flavored with fruit or juice. Much later, the great explorer Marco Polo brought a recipe from the Far East that was similar to sherbet. Historians surmise this evolved into the ice cream we know today.

Frozen desserts incorporating cream appeared in France, England, and Italy during the same time period. At first, it was a dish for royalty. Ice cream was first served to the public at a café in Paris in the late 1600s. The dish had milk, cream, butter, and eggs.

Ice cream didn't arrive in America for another hundred years. Historical records indicate George Washington and other early presidents dined on ice cream. A merchant's advertisement from the time claims ice cream was available "almost every day." Even so, it was a dish reserved mostly for the elite.

In the early 1800s, insulated ice houses made the storage of ice cream much more practical. By the middle of the century, ice cream had become quite an industry in America. The Industrial Revolution resulted in an increase in ice-cream production. New freezing processes and equipment made it easier to make ice cream.

Ice cream evolved through the invention of various products such as "ice-cream sodas." Some people claimed such treats were too rich to eat on Sunday. On Sundays, the carbonation was left out, leading to the ice-cream sundae. During times of war, ice cream became a tangible way to boost the morale of the troops. During the rise of the supermarket and prepackaged foods, ice-cream parlors declined. Recently, however, specialty ice-cream shops have become popular once again.

1. Which of the following best describes early frozen desserts?
 - a. cream poured over ice
 - b. snow flavored with fruit or juice
 - c. a concoction made with milk, cream, sugar, and eggs
 - d. a mixture of salt and snow poured over syrup
2. Which is a synonym for the word *morale* as it is used in the text?
 - a. assurance
 - b. resolve
 - c. confidence
 - d. spirits
3. Who might be credited with a frozen dessert that led to ice cream as we know it today?
 - a. Alexander the Great
 - b. the Romans
 - c. people in the Far East
 - d. George Washington
4. According to the passage, how did technology influence the ice-cream industry?
 - a. Insulated ice houses and improved freezing techniques made it easier to produce and store ice cream.
 - b. Advances in communication and advertising made it possible for more people to know about ice cream.
 - c. When presidents ate ice cream, that made it more well-known to the general population.
 - d. Advances in transportation made it possible to bring ice cream to more people without having it melt.

THE HISTORY OF AIRSHIPS

Airships have been made famous by the Goodyear blimp at sporting events and the famous Hindenburg disaster. These unusual Flight machines have quite a history.

In 1783, the Montgolfier brothers made history when they heated the air inside a balloon. The balloon was made of taeta and was varnished with alum. They sent three animals on an eight-minute, two-mile flight across the royal palace of Versailles. This was the first flight to ever carry living creatures. Rewarded for their eorts, the brothers were recognized as nobility. To this day, standard hot-air balloons carry their name.

At the same time, others were experimenting with balloon flight. Some men in Paris used hydrogen instead of hot air for a two-hour manned flight. With the success of this and other flights, hydrogen gas became the preferred gas in airships until helium was produced on a larger scale after World War I. Steering was an ongoing problem that plagued airships. It became evident that a change in shape would be necessary to solve the dilemma. the machines also needed forward propulsion. Engines proved heavy and cumbersome. In 1884, electricity was used to power the floating balloons, but they still hadn't solved the problem of reliable steering.

Count Zeppelin observed war maneuvers in balloons during the Civil War and the Siege of Paris. He petitioned for a commission to develop steering for airships. His first airship, Lufischi Zeppelin 1, flew in 1900. This marked the beginning of the golden age of airships.

Airships weren't golden for long. In the next 40 years, there were over 45 accidents involving airships. Over ten people died. Some airships simply exploded in midair, and others drifted and hit objects. At least one accident was due to a lightning strike that ignited the hydrogen into a massive eruption.

Airships are now primarily used for advertising, sightseeing, surveillance, and research purposes.

1. Which gas was used before helium to lift airships?
 - a. oxygen
 - b. hydrogen
 - c. nitrogen
 - d. carbon dioxide
2. Which is a synonym for the word *dilemma* as it is used in the third paragraph?
 - a. argument
 - b. difficulty
 - c. danger
 - d. problem
3. What was one obstacle that needed to be overcome in airship technology for them to become truly successful?
 - a. lift
 - b. construction materials
 - c. fuel
 - d. steering
4. Which of the following is not a common use of airships today?
 - a. passenger transport
 - b. surveillance
 - c. research
 - d. advertising

PIRATES OF THE SOUTH CHINA SEA

Cheng I led what may have been the largest pirating confederation in history. Chinese pirating peaked during the late 1700s. Cheng I organized six pirate fleets, each sailing under a different color flag: red, white, black, yellow, blue, and green. He commanded the red fleet and had over 200 sailing vessels, called junks. Shortly after the turn of the century, Cheng I had built his fleet to include 600 junks. Over 30,000 pirates sailed at his command, and his fighting force had over 150,000 men. To avoid conflict, Cheng I assigned each fleet its own territory. They were stationed over a massive area. His enterprise threatened the whole of southern China.

After Cheng I's death, his wife, Cheng I Sao, took over command. Cheng I Sao operated under strict rules. Pirates were required to buy, rather than steal, goods from coastal villages. In turn, villagers had to sell their goods to the pirates. Anyone who disobeyed was treated very harshly. All ships entering the South China Sea had to pay tribute to Cheng I Sao's command or suffer.

In some cases, Cheng I Sao took prisoners and sold them for ransom. British Chief mate John Turner was one of those taken prisoner. He returned to England alive with gory tales about how the Chinese pirates treated their prisoners.

The pirates were not particular about what they ate. It is said that, at times, pirates encouraged the rats on board ship to breed so they could eat them. Cheng I Sao's rule, like most pirates, was short-lived. In 1809, the black flag fleet attacked Cheng I Sao's red fleet and won.

1. What does the word *confederation* mean as it is used in the text?
 - a. independent nations with a common defense
 - b. a group of associates in unlawful acts
 - c. a group of soldiers
 - d. organization of rogue vagabonds
2. What did Cheng I do to decrease the potential for conflict among his fleets?
 - a. He assigned each to its own territory.
 - b. He stationed them great distances from each other.
 - c. He only sent out one fleet at a time.
 - d. He had a fighting force to help keep the peace.
3. What is the main idea of the second paragraph?
 - a. It gives details about Cheng I's pirate fleets.
 - b. It describes the strict rules Cheng I's wife established when she took command.
 - c. It tells about a British prisoner who escaped and returned to England.
 - d. It summarizes the end of Cheng I's pirate command.
4. Which of the following is not true about Cheng I's pirate command?
 - a. Over 30,000 pirates sailed with his fleets.
 - b. He had 150,000 men in his fighting force.
 - c. He commanded the black fleet.
 - d. He led a large pirate confederation.

THE BEGINNINGS OF FOUNTAIN DRINKS

Soft drinks have been around for many years and have made a tremendous impact on society. Coca-Cola®, for example, was invented by Colonel John Pemberton in 1886. Some say he wanted to create a delicious new beverage. Others claim the invention happened by accident. What we do know is Pemberton created flavored syrup, and carbonated water was added to the syrup at a local pharmacy. As it had carbonated water in it, it was initially sold only at pharmacies for five cents a glass. During the first year of Coke, about nine servings per day were sold. Today, daily servings are estimated at 1.8 billion around the world.

Prior to Pemberton's death in 1888, the financial interests of the company were sold to various people. The majority went to an Atlanta businessman, Asa Candler. Four years later, Candler had acquired sole ownership. Today, the company is worth billions.

Candler expanded the distribution of the soft drink to soda fountains around the country. Meanwhile, Joseph Biedenharn installed bottling equipment in his Mississippi store in 1894 and began selling the first bottles of Coca-Cola to local farms and lumber camps. A few years later, a couple of businessmen from Tennessee proposed the large-scale bottling and distribution of Coca-Cola and were subsequently sold the worldwide rights to do so for one dollar. Over time, the drink became distributed throughout the country, and soon it was available around the world.

The popularity of soft drinks inspired many similar products. As Coca-Cola became more popular, the owners became more concerned with protecting their product from competitors. Consumers were reminded to settle for nothing less than the real Coca-Cola. This led to an advertising slogan still heard today, "It's the real thing."

Coca-Cola now has over 3,500 products, sold in over 200 countries. The company continues to thrive and seeks to inspire moments of fun and happiness while encouraging integrity and making a difference.

1. What is the main idea of the text?
 - a. It provides an overview of the development of a particular product.
 - b. It traces the story of one particular inventor.
 - c. It describes the marketing strategy for a particular product.
 - d. It focuses only on the invention of the product.
2. What role did the pharmacy play in the history of Coca-Cola?
 - a. Its inventor worked for a pharmacy.
 - b. One hundred years ago, we didn't have convenience stores or fast-food places.
 - c. Carbonated water was available at pharmacies as a medicinal product.
 - d. The inventor needed access to glass bottles.
3. What does the word *integrity* mean as it is used in the text?
 - a. completeness
 - b. perfection
 - c. taste
 - d. sincerity
4. What contributed to the growth and development of the product?
 - a. The sale of the company by the original owner before his death.
 - b. The ability to bottle and distribute it to a wider geographic area.
 - c. The fact that it was first sold at pharmacies.
 - d. The development of similar products by other companies.

THE LOUISIANA PURCHASE

In the early 1800s, Americans were expanding westward. Pioneers such as Daniel Boone were navigating new trails and roads. Americans were moving into all areas of the continent.

At that time, the United States consisted of 17 states. The area of the Louisiana Purchase was comprised of what would eventually be 15 states and doubled the land size of the country.

Louisiana was a territory owned by the French. New Orleans may have been its biggest city, but many Americans lived in and around the city. As a result, American ships transported materials on the river. The federal government wanted to protect its citizens and settlements as well as expand the country.

France had recently been battling a revolt in Haiti that had been expensive, both financially and in loss of soldiers. Napoleon wanted to prepare for war in Europe and needed money. The Louisiana territory was far away, and France owed the United States money. President Jefferson wanted to purchase land, so the deal seemed profitable for both sides.

Initially, Jefferson sent Robert Livingston to France to buy New Orleans and the surrounding area, but Napoleon turned him down. President Jefferson then sent James Monroe as an envoy to France to complete the deal. At first, all President Jefferson wanted was to buy New Orleans for three million dollars. Napoleon offered the entire Louisiana Territory. On April 30, 1803, the deal was made to purchase the Louisiana Territory for a total of fifteen million dollars.

Of the purchase price, about 40 percent was paid. The remaining amount consisted of French debts cancelled by the United States government.

Immediately upon buying the territory, Jefferson commissioned Meriwether Lewis and William Clark to explore the territory. The total land purchased was 828,800 square miles and remains the most extraordinary land purchase in our history.

1. Which of the following statements is an opinion?

- The area of the Louisiana Purchase was comprised of what would eventually be 15 states and doubled the land size of the country.
- President Jefferson wanted to purchase land, so the deal seemed profitable for both sides.
- On April 30, 1803, the deal was made to purchase the Louisiana Territory for a total of fifteen million dollars.
- At first, all President Jefferson wanted was to buy New Orleans for three million dollars.

2. What does the word *envoy* mean as it is used in the text?

- a diplomat
- an ambassador of goodwill
- an agent sent by a government to complete a transaction
- a representative

3. Which of the following is not a reason the United States wanted to purchase the Louisiana territory?

- The federal government wanted to protect its citizens.
- It was an opportunity to continue westward expansion.
- Many Americans lived in New Orleans, so President Jefferson initially focused on purchasing the city.
- France owed the United States money.

4. How much of the purchase price was paid in cash?

- less than half
- half
- more than half
- all of it

JULIUS CAESAR, KIDNAPPED

In the days of Julius Caesar, pirates roamed the Mediterranean. The Roman navy didn't bother attacking them as they were paid to provide servants for Roman senators. The slaves worked the plantations in Italy.

In 75 BC, Julius Caesar was sailing on the Aegean Sea when he was kidnapped by Cilician Pirates. Rather than acting like a captive, Caesar acted like their leader. He even demanded silence while he slept. He wrote and recited poetry, played games, and exercised with the pirates.

Eventually, the pirates demanded ransom for their prisoner. When they told Caesar they were demanding twenty silver talents, he laughed at them. Apparently, they still didn't understand who they had kidnapped. He demanded they ask for fifty talents, to which the pirates readily agreed. After all, that would be over one million dollars in today's money.

Caesar sent some of those with him home to collect the money. He was left with one friend and two servants to contend with his captors. It took thirty-eight days to collect the silver, which was promptly delivered to the pirates. The pirates then set Caesar free.

During his time in captivity, Caesar had promised the pirates that when freed, he would return and have them put to death. They never took this threat very seriously.

Caesar was unable to get official permission to return and carry out judgment against the pirates. So he decided to try and do so himself. Caesar gathered men, readied ships, and set sail for the harbor of Miletus where their ship had laid anchor.

He captured the pirates and placed them in a prison. Then he reclaimed not only the silver but also took the pirates' spoils for himself. True to his word, the pirates were all punished as promised.

1. Why was Caesar kidnapped?
 - a. The pirates wanted to capture a famous person.
 - b. Pirates demanded ransom for their prisoners.
 - c. The pirates wanted Caesar to entertain them.
 - d. The pirates knew Caesar wouldn't be able to get a judgment against them.
2. Which of the following statements best shows Caesar's leadership ability?
 - a. Caesar was sailing on the Aegean Sea when he was kidnapped by Cilician Pirates.
 - b. Caesar wrote and recited poetry, played games, and exercised with the pirates.
 - c. Caesar gathered men, readied ships, and set sail for the harbor of Miletus where their ship had laid anchor.
 - d. Caesar had promised the pirates that when freed, he would return and have them put to death.
3. What can you infer about Caesar from this passage?
 - a. He was a persuasive speaker.
 - b. He was a shrewd planner.
 - c. He was a natural leader.
 - d. all of the above
4. Which is a synonym for the word *reclaimed* as it is used in the last paragraph?
 - a. rescued
 - b. cultivated land
 - c. recovered
 - d. subdued

THAT PHONE IN YOUR POCKET

A key concept behind cell-phone technology is the notion that space can conduct electricity. Within twenty years of the initial hypothesis and research, successful experiments led to the first telegraph. This may not seem related to cell phones today, but it was a major breakthrough in long-distance communication.

It was another fifty years before the technology expanded beyond the telegraph. In the 1920s, police cars began installing mobile radios. The government created the Federal Communication Commission (FCC) in 1934. One of their first tasks was to assign certain channels to specific uses, such as emergency and government use.

A mobile radio telephone service was developed in the mid-1940s, but heavy interference caused it to be impractical. During this same time period, the first radio car phones were built. Again, heavy interference doomed the effort to failure. By the end of the 1940s, the FCC authorized several channels to be used as Radio Common Carriers, which made it possible for corporations and private organizations to use mobile phones. These were the first link between mobile phones and telephones, instead of operating radio to radio.

Car phones became true mobile phones separate from radios. The early units were large and bulky and required an operator to make the connection between users. The next major development made use of a single channel operating at a higher frequency, eliminating the need for operators.

As early as 1970, the FCC assigned specific frequencies for cell phones. Within a year, AT&T proposed the first mobile telephone system to the FCC, based on dividing cities into "cells." Not long after, the first mobile handset was designed and demonstrated to the public. Early cell phones were bulky and expensive and not readily available to the public.

The rest, as they say, is history. The cell-phone industry has become an ever-growing empire, with the number of cell phones in use quickly approaching the number of people on the planet.

1. Which technology is most closely related to cell-phone development?
a. electricity b. radio c. television d. computers
2. What does the word *frequency* mean as it is used in the text?
a. something that occurs often
b. the number of times something occurs in a given period of time
c. a rate of repetition
d. the number of vibrations or sound waves within a unit of time
3. Which of the following was a problem faced by early cell-phone technology?
a. crowded channels b. interference
c. size and expense d. all of the above
4. Which statement does not describe the benefits of the development of cell phones?
a. The first telegraph was a major breakthrough in long-distance communication.
b. The FCC assigned certain channels to specific uses, such as emergency and government use.
c. the early units were large and bulky and required an operator to make the connection between users.
d. By the end of the 1940s, the FCC authorized several channels to be used as Radio Common Carriers, which made it possible for corporations and private organizations to use mobile phones.

LIVESTOCK REDUCTION

Drastic times call for drastic measures, or so it would appear. At the end of the Great Depression, the government established a stock-reduction program. Over the course of time, over 200,000 sheep, goats, and horses were killed. The government claimed the arid land of the southwest would support only six head per acre. Stock reduction was intended to increase soil conservation and reduce overgrazing.

Unfortunately, these events coincided with years of depression and economic hardship. Those who relied on livestock for their existence, such as some Native Americans, were devastated by the orders.

Each family was permitted to claim a certain number of sheep or goats. In some cases, some stock could be given to other family members who did not yet meet the quota. This spared some animals, but not all, from certain death. The remaining livestock were shot. Not surprisingly, stock reduction also contributed to the near-extinction of Churro sheep.

The stock-reduction plans changed the way people lived. Families who had previously supported themselves by raising stock now had to find other ways of bringing in income. Men were forced to find wage-paying jobs, even if it meant leaving their communities. The Native Americans, in particular, had been sheepherders for generations. They believed the sheep gave strength to the people to survive. Herds represented status in the community.

Shortly after the beginning of the program, the Navajo chairman asked the government to reconsider. His request cited “economic loss of wages and war effort.” In response, the government issued special grazing permits to reduce the impact of stock reduction during the war. In theory, this would prevent taking too much stock from people who had no other source of income. The war provided a temporary way out for some, but it took time to rebuild the herds and recover economically after the war.

1. Which of the following was not an impact of the stock-reduction plan on native people in the southwest?

- a. economic loss and hardship
- b. people leaving communities to find work
- c. loss of status in the community
- d. the increase of soil conservation

2. What does the word *coincided* mean as it is used in the text?

- a. was exactly alike in shape and position
- b. occurred at the same time
- c. was equivalent in importance to other events
- d. was related to

3. How does the fourth paragraph contribute to the development of the main idea?

- a. It gives details that explain how this event took place.
- b. It describes how this historical event affected people and the way they live.
- c. It describes the interaction between people and the government.
- d. It explains what caused this event.

4. Which of the following statements is not a provision of the stock-reduction plan?

- a. The arid land would support only a limited number of livestock.
- b. Each family was permitted to claim a certain number of sheep or goats.
- c. They could give some stock to other family members who did not yet meet the quota.

d. The government issued special grazing permits to reduce the impact of stock reduction during the war.

SALT OF THE EARTH

Salt is such a common element that we don't often think about its source. Historically, salt has been used for preservation. It preserves food so it doesn't spoil. We season our food with salt.

The many uses for salt have made it a valuable commodity over the centuries. Entire economies have been built on the production and trade of salt. In ancient Rome, salt was used as currency. In some countries, roads were built specifically for the transportation of salt from mines to seaports. At various times in history, exclusive rights and taxes on salt have led to wars and revolutions. China, Africa, and India are countries that have all experienced conflicts over salt. Our own history in America is not immune to the value of salt. The Massachusetts Bay Colony held rights to produce salt for many years. The Erie Canal was built, in part, to transport salt.

Salt plays other cultural roles as well. It is used in religious rites for purification or oerings. Its value is reflected in language. When salt was used as currency during times of slave trade, people might say someone was "not worth his salt." We say a dependable person is "the salt of the earth."

Long ago, people obtained salt by boiling seawater. The water evaporated as steam, leaving behind nearly pure salt. Salt can also be mined from underground deposits as a mineral. Often these deposits were formed by past evaporation and shifts in rock layers over time. Most of the salt produced this way is in the form of rock salt. A third way of producing salt is a little more complex. A dome is erected over a salt deposit. the salt is drilled out of the earth and water is added to the salt to dissolve it. The resulting brine is then boiled causing the water to evaporate, leaving just the salt once again. Much of this salt is what we know as table salt.

1. Which of the following is not a method for mining salt?
 - a. trading with other countries to obtain salt
 - b. boiling salt water to cause evaporation
 - c. mining salt out of underground deposits
 - d. drilling salt and adding water to make a brine, then boiling the brine to evaporate the water
2. Which is a synonym for the word *commodity* as it is used in the second paragraph?
 - a. money
 - b. belonging
 - c. merchandise
 - d. stock
3. Which statement explains one reason why salt is a valuable commodity?
 - a. We season our food with salt.
 - b. Salt is used for food preservation.
 - c. Roads were built specifically for the transportation of salt from mines to seaports.
 - d. Exclusive rights and taxes on salt have led to wars and revolutions at various times in history.
4. What does it mean to say someone is "the salt of the earth"?
 - a. That person's language is seasoned with interesting words.
 - b. That person knows how to save and preserve important things.
 - c. That person is among the lower levels of society.
 - d. That person is reliable, trustworthy, and dependable.

CLAIMING THE SOUTH POLE FOR MANKIND

Roald Amundsen set out to claim the last uncharted place on Earth. He wanted to reach the South Pole. A few years earlier, he had sailed the Northwest Passage of the Arctic. While making plans to continue his exploration of the far north, he learned of others who also planned to explore the North Pole. Secretly, he began planning an expedition to the South Pole instead.

His journey was not without rival. Captain Scott of England was also headed for the South Pole. Amundsen knew about the competition, so he started out early before the weather was truly manageable. As a result, a few of his dogs died and members of his team suered from frostbite. Amundsen retreated to his base and assessed the situation, deciding to wait until the spring before attempting the journey again.

Amundsen brought valuable experience to the expedition. He had sailed previously as part of a scientific voyage. The ship became stuck on the pack ice, and the crew was forced to stay in the Antarctic until winter was over. Amundsen used the experience to make observations that later led to improvements in polar equipment. He spent three years in the Arctic, which further prepared him for his conquest of the South Pole. He learned from the native people and applied their survival techniques to his own experience.

The winter layover gave Amundsen and his crew the opportunity to carefully scrutinize and test supplies and equipment. He went over every detail, keeping in mind the harsh environment they would face.

Finally, at the start of the Antarctic spring, Amundsen set out with four companions to make the eight-hundred-mile trek across the ice. He reached his goal in December of 1911. The crew set their country's flag on the geographical South Pole. Before they left their polar camp for home, Amundsen left a letter for Scott. Scott found and kept the letter, which later proved the success of Amundsen's expedition.

1. What organizational structure did the author use for this passage?
 - a. compare and contrast
 - b. problem and solution
 - c. chronological
 - d. cause and effect
2. Which statement describes one way in which Amundsen was experienced for such a polar expedition?
 - a. He had been part of a crew that got stuck in a temperate zone during the winter.
 - b. When stuck on pack ice, Amundsen ignored his situation.
 - c. Amundsen had never spent any time in polar environments.
 - d. He learned from native people in the Arctic and applied their survival techniques.
3. What is the purpose of the last paragraph?
 - a. It summarizes the success of Amundsen's expedition.
 - b. It gives details about the journey.
 - c. It explains why Amundsen was successful.
 - d. It describes the competition Amundsen faced.
4. What does it mean to say Amundsen *assessed* the situation?
 - a. He set a value on what it would be worth to reach the South Pole.
 - b. He set the amount of tax future explorers would have to pay.
 - c. He determined how important it was to him to beat Captain Scott.
 - d. He evaluated the significance of the factors that had caused them to turn back.

INTERNATIONAL SPACE STATION

Even before man first walked on the moon in 1969, people have long been fascinated with the idea of living in space. Some might argue that we have finally achieved that dream. The International Space Station has been orbiting Earth for more than a decade and has had over two hundred visitors. This orbiting laboratory conducts ongoing experiments and observations. It also serves as a spaceport for space shuttle launches. Astronauts conduct spacewalks from the station as well.

As an international laboratory, the space station helps foster goodwill and facilitates the sharing of information between countries. Since its launch in 1998, many countries have participated in the space station's mission. The United States, Russia, Canada, and Japan have all participated. Other countries from the European Space Agency have also been involved.

There have been several expeditions to the space station, with crew members staying in space for various lengths of time. Experiments and observations lead to the development of new technology and applications. For example, cell-phone cameras, water filtration and purification, and medical imaging are all related to space exploration. Crew members have had the opportunity to research principles of gravity that lead to advancements in the medical field, as well as making future space travel easier.

The current expedition is gathering data related to how long-term space missions affect the human body. They are undergoing vision, cardiac testing, and exercise in the gym. Experiments are also being conducted to help develop methods to use radiation in Earth's atmosphere to supplement the space station's power supply. Crew members inventory and investigate gear from the station and incoming shuttles.

1. According to the passage, which country is not involved in the space station's mission?
a. United States b. Russia c. Egypt d. Japan
2. What is the purpose of the first paragraph?
a. It describes the work of the current expedition.
b. It explains the purpose of the space station.
c. It describes the international scope of the space station.
d. It explains how the space station contributes to our study of asteroids.
3. Which of the following space station research has benefitted people on Earth?
a. using radiation from Earth's atmosphere as a power supply
b. the development of cell-phone cameras, water filtration and purification, and medical imaging
c. researching principles of gravity to simplify future space travel
d. serving as a spaceport for space shuttle launches
4. What does the word *facilitates* mean as it is used in the text?
a. makes it easier b. requires no effort
c. Discourages d. makes it faster

STORMS OF LIFE

“Are you ready?” Walter nodded as he clambered up into his pa’s truck. Finally, he had permission to accompany his father on his daily milk-delivery route. Walter had noticed that even in the midst of dust, failed crops, and hard times, life went on. He’d heard the grownups discussing how they’d stick it out no matter what, but he also heard their wishful thinking: *If only it would rain.*

The truck sputtered to life, with the rattling of chains in the rear. Walter’s mother scurried off the front porch, waving to catch their attention. “George! Your lunch!” Walter reached out the window to accept the paper bag. He knew even without looking what the bag would contain. Cold biscuits left from breakfast, dried jerky, and maybe some peas she’d managed to salvage from the garden near the house. He didn’t mind working in the garden; they were all grateful for it, but having a few hours today away from the farm felt like a vacation.

“Why are there chains attached to the rear bumper?” Walter hollered over the noise as they made their way down the lane rutted with potholes.

“If a dust storm comes up, I don’t want the engine to short out from the static electricity in the air,” his pa replied. “Can’t afford the repairs or the time it would take away from the delivery route.”

Walter quit trying to converse over the racket and, instead, idly gazed out the window. He watched as the bare wheat fields passed before his eyes. The fields, plowed and planted before the market fell, were now dried up and left exposed to the prairie winds. For entertainment, Walter decided to count how many rabbits he saw. He’d probably have better luck counting grasshoppers, as they seemed to be everywhere, ravaging the few remaining crops.

Pa jerked the steering wheel, and Walter was pulled from his thoughts. Walter stared, wishing he could shut his eyes and forget about the ominous black cloud that swirled their way.

1. Given the clues in the story, during what period of history is this story most likely set?
 - a. the Civil War
 - b. the Dust Bowl
 - c. the Great Depression
 - d. World War II
2. What is most likely the meaning of the word *salvage* as it is used in the text?
 - a. Walter’s mother was able to rescue the peas from peril.
 - b. The peas were saved from someone else’s garden.
 - c. Walter’s mother was able to sell the peas for money.
 - d. Walter’s mother was able to rescue the peas from being damaged by insects.
3. Given the setting, what does the ominous black cloud probably indicate?
 - a. a heavy rainstorm
 - b. a tornado
 - c. a dust storm
 - d. a steam locomotive
4. What is the main idea of the text?
 - a. People get through hard times the best they can.
 - b. Walter’s family decided to give up.
 - c. People can’t get their work done when it rains.
 - d. Chains keep engines from being affected by static electricity.

HELD FOR RANSOM

Sean stumbled on the uneven boardwalk as he made his way over to rest against the rough-hewn planks of the hotel. If only someone would have pity on him and take him in for a night, he could make himself presentable. If he cleaned up well enough, maybe he could convince someone of his prior bank clerk experience, and he could get a job to support himself.

“Hey you,” voices mocked him as they passed by. “The port is that way, if you want to board a ship and go back to where you came from.”

Running a hand through his unkempt auburn hair, Sean ignored the rude remarks and limped toward the hotel entrance, hoping for a drink of water. His body bore the trauma of the recent eight-week voyage in the ship’s hold across the Atlantic. He’d boldly proclaimed his political views back in Ireland, which resulted in his transport against his will, but he’d learned his lesson.

No one would hear a peep out of him in Boston, not that any would listen with so many politicians here.

“Bank clerk, eh?” The manager peered over his spectacles, studying Sean. “Care to elaborate on your story?”

With effort, Sean kept his temper in check. He’d get this job on his own merits, or he’d go elsewhere. It hadn’t taken him long to learn no one wanted to hear his tales of woe. His kidnappers claimed they’d taken him prisoner for treason, when in reality he had been held for ransom. A sentinel on board the ship had let it slip that a merchant had ordered his capture, hoping any ransom paid would satisfy the master’s unpaid debts. When it was discovered Sean’s family had no money, his captors threw him overboard. Fortunately, by the time this happened, the vessel had already entered the Boston harbor.

1. Why didn’t Sean’s family pay the ransom?
 - a. The master’s debts were paid.
 - b. The ship had arrived in the Boston harbor.
 - c. Sean’s family didn’t have any money.
 - d. Sean was taken prisoner for treason.
2. Which of the following is the most recent event to happen in Sean’s life?
 - a. Sean stumbled on the uneven boardwalk.
 - b. Sean ignored the rude remarks and limped toward the hotel entrance.
 - c. One of the sentinels on board the ship had let it slip that a merchant had ordered his capture.
 - d. He boldly proclaimed his political views back in Ireland.
3. What does it mean to say Sean had *prior* bank experience?
 - a. He worked in a bank previously.
 - b. His bank job was not very important.
 - c. He kept the books for a religious institution.
 - d. He was the first person in line to apply for the bank job.
4. What is the best summary of the story’s problem?
 - a. Sean must find a way to pay the ransom money.
 - b. Sean is starting over in a new country and needs to find a job.
 - c. Sean was held as a political prisoner.
 - d. Sean endured a rough voyage across the Atlantic.

FRIEND OR FOE

Sunlight poured in the windows on that crisp autumn day in 1950, creating a glare that made the writing assignment on the chalkboard difficult to read. The door opened, and a short, dark-haired boy entered.

“Mrs. Lorenzo?” he asked.

Smiling, Mrs. Lorenzo announced his arrival. “Class, Raymond is joining us from Chicago.” She directed him to a desk across the aisle from Marlene.

Whispering spread throughout the room as students watched Raymond limp to his desk. His school uniform, consisting of a button-up, long-sleeve shirt and tan shorts, did nothing to conceal the metal braces strapped to his legs with strips of leather.

“Polio,” Patricia, Marlene’s best friend, whispered. Marlene shivered. She was terrified of that disease. Every summer, newspapers reported the latest victims of the deadly virus. No one knew how it spread. Even if the virus didn’t kill you, it could still leave you paralyzed. Doctors and scientists struggled to find a cure or way to prevent polio but with no success.

Patricia went pale as if she had seen a ghost. Some students averted their gaze, while others pointed and whispered with neighbors. Raymond kept his head down as he made his way to his seat.

Sighs of relief sounded around the room when the lunch bell rang. Scanning the lunchroom, Patricia noticed Raymond, sitting by himself. “No one wants to be around him,” she observed as she stood. “Well, I’m going to invite him to eat with us.”

“No, Patricia, you can’t do that.”

Raymond didn’t notice her until she had reached his table and stood next to him. “What do you want? Another opportunity to tease?”

“No, just wondered if you wanted some friends.” Patricia smiled.

“Why?” he challenged her.

Patricia lowered her head and whispered, “You look lonely . . . and, my brother died of polio two years ago, so I know what it’s like.”

“I guess that would be all right.” For the first time that day, Raymond smiled.

1. What caused Raymond to limp?
 - a. He had sprained his ankle.
 - b. He wanted to get attention.
 - c. He had previously had polio.
 - d. He had been in an accident.
2. Based on what you read, which is not a medical effect of polio?
 - a. People could die.
 - b. It could paralyze people.
 - c. Some people had to have braces to walk.
 - d. It made it difficult for people to do schoolwork.
3. What does the word *paralyzed* mean as it is used in the text?
 - a. make it so people could not help themselves
 - b. make it so people didn’t have any power over others
 - c. make it so people couldn’t move normally
 - d. make a person die
4. In which way did Patricia react to Raymond?
 - a. She offered to be a friend.
 - b. She pointed at him.
 - c. She teased him at lunch.
 - d. She refused to eat with him.

SALVAGE, ANYONE?

Gerald whistled in admiration. “Hey, with those swell slats in your wagon, we can carry more salvage in one load.” They’d agreed to meet at the bus stop near Gerald’s house to canvas the neighborhood for newspaper and aluminum to aid the war effort.

Henry’s momentary silence goaded Gerald on even more. “You seem a little distracted. What’cha thinking about? Anna, the new girl? She does have some excellent qualities.”

“I’m not thinking about her. Too many other things going on.”

“Really? There’s another girl?” Gerald couldn’t help teasing.

“No, I haven’t started to study for the history exam yet.” Henry sighed as he turned up a walkway to knock on a neighbor’s door, while Gerald went to the adjacent house.

“Thank you very much, ma’am.” Henry balanced the cans he’d just received in his arms and staggered to the wagon.

“So what are you going to do?” Gerald continued the conversation where they left off. “The exam is tomorrow, and it covers three or four chapters.”

“I know that, and you know that, but fortunately, Dad doesn’t realize that. He’d have a fit if he knew I was gathering salvage instead of studying.”

Gerald listened sympathetically, depositing the contents of a bulky sack into the wagon. “So why are you out here on a Sunday, taking time away from your studies to collect newspapers and tin cans?”

“I’m not sure. Hearing reports of all those guys enlisting to serve our country, and there isn’t anything I can do . . .” His voice trailed off as they parted ways once again to solicit more donations.

“Hey, Henry, do you know anyone in the neighborhood who has a truck? This guy’s got some old tires in his garage that he says we can get tomorrow.” Gerald gestured over his shoulder.

1. Which statement gives the best clue as to the time period of this story?
 - a. “We can carry more salvage in one load.”
 - b. Henry turned up a walkway to knock on a neighbor’s door, while Gerald went to the adjacent house.
 - c. “The exam is tomorrow, and it covers three or four chapters.”
 - d. They’d agreed to meet at the bus stop near Gerald’s house to canvas the neighborhood for newspaper and aluminum for the war effort.
2. What does the word *adjacent* mean as it is used in the text?
 - a. near or close to
 - b. in the same neighborhood
 - c. touching
 - d. with a fence between
3. Why is Henry distracted from the task at hand?
 - a. He’d rather think about the new girl.
 - b. He hasn’t started studying for the history exam.
 - c. He keeps thinking about how to fix up the wagon, so they can carry more things.
 - d. He’s trying to keep track of which houses they’ve visited.
4. What prompted Henry to take time away from his studies?
 - a. He wanted to impress his friend.
 - b. He didn’t want his dad to find out about the history exam.
 - c. He wanted to help the war effort.
 - d. He wants to get out of studying for the test.

SPACE WARS

Theresa entered homeroom and started toward her desk before pausing, a bit puzzled. Nearly all the students were gathered around Stephen's desk, which was unusual. Everyone liked Stephen just fine; he was the smartest guy in class and friendly enough, but he didn't quite fit in. Intrigued, she wandered over to see for herself what was happening.

"What's this all about?" Theresa asked Rebecca.

Motioning toward Stephen's desk, Rebecca said, "Steven's got a magazine. Do you remember the headlines from last summer?"

Not surprised that Stephen would not only have a magazine, but also have already read it, Theresa shook her head no. She hadn't paid any special attention to newspaper headlines, although she did remember someone saying something about sending a man to the moon.

"It's about the space program," Rebecca said, stepping to one side so Theresa could get a closer look at the glossy photograph in the magazine.

Overhearing their conversation, Stephen spoke up. "Specifically, this article's about the next steps we might take in space exploration. An administrator from NASA predicts a manned space station, as well as expeditions to Mars."

"Well, I don't see how launching people into space is going to do anything to help us with wars and rumors of wars here on Earth." Theresa fussed at nobody in particular.

Rebecca tugged her friend away from the gathering. "Don't sweat it; let the government worry about it." She turned her notebook to a clean page and began to doodle. "What are you going to wear to the all-skate Friday night?"

Ignoring Rebecca, Theresa stared absently out the window. She'd taken her friend's advice to heart and, leaving the cares of the world behind, was lost in a daydream about what it might be like to voyage into space and see the surface of the moon for herself.

1. What role does Stephen play in the story?
 - a. He attracts attention because he is the smartest kid in class.
 - b. He disagrees with Theresa about what is important.
 - c. He brings a news magazine to class, which generates a discussion about current events.
 - d. He provides comic relief for the tension in the story.
2. Which historical event does the story refer to?
 - a. World War II
 - b. the Civil Rights movement
 - c. the first man on the moon
 - d. a space shuttle accident
3. What does the word *predicts* mean as it is used in the text?
 - a. describes plans NASA has already in place
 - b. states facts about the space program
 - c. tells exactly what will happen in the future
 - d. says what he thinks will happen
4. How did Theresa respond to the discussion?
 - a. She began to dream about what it would be like to travel to the moon.
 - b. She debated the pros and cons of the space-exploration program with Stephen.
 - c. She ignored the discussion and planned a Friday-night outing with Rebecca.
 - d. She borrowed the magazine from Stephen to read the article for herself.

LEAP FROM THE SKY

“He’ll surely break himself into bits on the cobblestones,” a bystander muttered, shaking his head.

Craning his head to look at the strange contraption above, Antonio watched, spellbound. Everyone had gathered in the public square to watch this breathtaking event. For weeks, townspeople had talked of Faust’s latest invention—a half-moon shaped piece of linen held open by a few light pieces of wood. This device, in theory, would allow Faust to float gently to the ground.

A gasp echoed through the crowd. “He’s jumping off the ledge of the tower!”

Antonio’s mouth dropped open in amazement as Faust descended from the sky, falling slowly enough that he might actually escape with his life. Local tales claimed the inventor had constructed his device based on a drawing Leonardo Da Vinci had made over a century earlier. Antonio had heard how Faust dared to deviate from the original plans, changing the shape of the canopy from a pyramid-shaped chute because he wanted to create more drag.

“Call the doctor!” Antonio found himself swept along with the throng of people who rushed from the square toward the meadow outside of town, chasing the drifting form in the sky above. Would Faust ever land? It was unbelievable that the weight of the frame hadn’t already pulled him to the ground in a heap of rubble.

The mob of people prevented Antonio from observing the actual event, but the cheers alerted him to Faust’s successful landing. “What will this lead to next?” Antonio couldn’t help contemplating the potential uses for this marvelous machine.

1. Why did Faust land in the meadow?
 - a. He didn’t want to land on the people.
 - b. The parachute had faulty steering.
 - c. He didn’t want to injure himself on the cobblestones.
 - d. He drifted in the breeze.
2. What does the word *bystander* mean as it is used in the text?
 - a. someone who was observing but not participating
 - b. someone who helped Faust ascend to the tower
 - c. someone who stood by ready to catch Faust when he fell
 - d. someone who watched and recorded the occasion for history
3. What kept Faust from crashing to the ground?
 - a. the wood frame
 - b. the grass in the meadow
 - c. the billowing cloth canopy
 - d. the ability Faust had to fly a machine
4. What is the main idea of the fourth paragraph?
 - a. to show that Faust was the first person who had this idea
 - b. to show the development of the invention of the parachute
 - c. to show Antonio’s amazement
 - d. to show that Faust survived the experiment

MARIA ISABELLA BOYD

The soldiers surrounded our house, taking livestock for food and stealing our horses. Then, those Union soldiers broke into our house! They demanded to raise their flag in our house against our wishes. They were rude and insulted my mother. When I couldn't take any more abuse, I reacted and did something foolish.

I was placed on trial and should have been hanged, but due to my young age, I was acquitted by a board of inquiry. Even so, they placed me under surveillance at my father's hotel. "What a fantastic opportunity to spy on the Union army," I thought.

The Union officers and generals visited the hotel on a regular basis. Two guards were assigned to watch me, but nobody bothered to try to keep their talk secret from me, perhaps because I am a girl. I would always be so polite and charming, but I also listened very carefully.

Later, I would write down what I heard, give it to my maid, Eliza Hopewell, and she would carry it to the Confederate generals. After a while, when my notes proved to be correct, I was accepted as a true spy!

One evening in 1862, I overheard some Union generals making elaborate plans to attack a fort. This was such critical information that I went to see the general at the fort myself. I even had to dodge bullets to get there! For this endeavor, I was awarded the Southern Cross of Honor. I was later arrested and thrown into a Union prison.

After a month in prison, I was freed, arrested again, imprisoned, freed, and then finally sent to England for the duration of the war. The one thought that helped me through it all was that I had done all a woman could for her country's cause.

1. Which statement does not give a clue as to the time period of this story?

- a. They demanded to raise their flag in our house against our wishes.
- b. The Union officers and generals visited the hotel on a regular basis.
- c. I would always be so polite and charming, but I also listened very carefully.
- d. I overheard some Union generals making elaborate plans to attack a fort.

2. What is the main conflict in the story?

- a. The narrator was tried and hanged for treason.
- b. A young girl becomes a spy for the Confederate army while being held under surveillance.
- c. The narrator has to dodge bullets on her way to the fort.
- d. The maid was caught while delivering messages to Confederate officers.

3. What does the word *acquitted* mean as it is used in the text?

- a. she was released from a duty or obligation
- b. she paid a debt
- c. she conducted herself honorably
- d. she was cleared from a charge

4. Which title would be a good alternative for this text?

- a. "Escaping Imprisonment" b. "A True Spy"
- c. "A Confederate Spy" d. "Confederate Courier"

THE RAFT

Marc shut the book with a satisfied sigh and leaned back against the headboard with his hands locked behind his head. Imagine, he thought, what it would be like to sail across the ocean like the men who had sailed a raft from South America to the Polynesian islands. Growing up in Hawaii, he'd logged hours in and on the ocean—surfing, kayaking, and snorkeling. Through his experiences, he had cultivated a healthy respect and love for the ocean. His favorite stories were about the people of the islands who had arrived in crude boats centuries earlier.

Jumping up, Marc struck his fist in his hand, exclaiming, "I'll do it! I'll build my own raft and sail to the Pacific coast to visit my cousins in California."

"Plan carefully, son," his dad said when Marc presented the idea to him. "There are many obstacles confronting you that you'll have to overcome. Consider the best wood to use, how you'll keep food fresh, how long your voyage will take, how you will navigate, and how you will steer."

Marc grinned, pleased his dad hadn't rejected the idea or teased him. "I realize survival out on the ocean is a challenge. I'll start small with a raft I can test in a local bay."

Eventually, Marc managed to tie some small, straight logs together. He constructed a mast and, with his mom's assistance, fashioned a sail out of a sheet. No navigational tools would be needed as he was just sailing from one side of the bay to the other.

He and his father placed the raft, which had been christened "Leaky," onto a trailer and they unloaded it at the dock. Marc jumped on the raft, hoisted the sail, and set forth for the other side of the bay. However, he'd forgotten one of the things his father had mentioned. He also failed to account for waves close to the beach. Sadly, Marc never made it to the other side.

1. What did Marc likely forget that his dad had mentioned?
 - a. food for the journey
 - b. a rudder for steering
 - c. a mast for the sail
 - d. navigational tools
2. Why did Marc decide to sail across the bay?
 - a. He wanted to test his raft before going out on the ocean.
 - b. He had never been out on the ocean before.
 - c. He wanted to get to the other side of the bay.
 - d. His raft was too small to sail on the ocean.
3. What historical event forms the basis for this story?
 - a. men sailing a raft from South America to the Polynesian islands
 - b. early explorers who sailed in crude boats and populated the islands
 - c. the invention of rafting
 - d. a hurricane in the Hawaiian Islands
4. What does it mean to say people sailed in *crude* boats?
 - a. The boats were made out of natural materials.
 - b. The men who sailed them used rough language.
 - c. The boats were rough and not carefully made.
 - d. There weren't any decorations on the boats.

THE MIDNIGHT RIDE

Mom woke me before dawn, just as the roosters were starting to crow, so I could feed the chickens and do my other chores. For days, folks in town had been speculating about the British. Would there be fighting? From when and where would they come?

After a breakfast of oats, Pa and I went out to chop wood for the day. After Pa left for the silversmith shop, Mom and I worked on reading, ciphering, and writing. When that was done, I left to help the local minister of the Old North Church.

When I arrived at the church, I spotted several men whom I recognized as local leaders. These men, the “mechanics,” as they were known, spied on the British and gathered to share information among them. The talk of the British was getting serious. I did my best to listen and tried to understand.

The minister gave me two lanterns and a task. “Clean the glass as shiny as possible, and make sure they have good wicks and plenty of oil.” Afterwards I carried them up, one by one, to the top of the church tower. I left some flint and papers to start a fire in case I needed to light them. But why? This made no sense to me.

Pa came by in a rush, leapt off his horse before it stopped, and gathered the men for a hurried meeting. “Stay here at the church tonight,” he said, then left.

After dark, I was reading by the fire when the minister scurried in. “Make haste to climb the ladder and stairs of the tower and light both lanterns.” I didn’t ask why but made my way to the top and lit both as bright as possible.

Soon after, I heard the pounding hooves of a horse as Pa raced through the countryside, letting his comrades along the way know that “the Regulars are on the move.”

1. Which words relate specifically to the historical setting?
 - a. shiny, bright, light
 - b. church, tower, countryside
 - c. folks, minister, leaders
 - d. lantern, flint, wicks
2. What did the mechanics do?
 - a. They worked in the silversmith shop.
 - b. They mended wagon wheels.
 - c. They spied on the British and shared information.
 - d. They worked on the British ships.
3. What does it mean to say the townspeople were *speculating* about the British?
 - a. They were guessing what the British might do next.
 - b. They were pondering whether or not to join with the British.
 - c. They were taking part in the risky venture of spying on the British.
 - d. They were reflecting on the past history of the British.
4. What significant event in history does this story retell?
 - a. The Boston Tea Party
 - b. The Midnight Ride of Paul Revere
 - c. The Boston Massacre
 - d. The Stamp Act

BOMBS AWAY

High-pitched air-raid alarms sounded as Mother gathered us, and we made our way into the cellar. German bombers were approaching the shores and would arrive at any moment.

We lit candles, and Mother worked on her sewing. “Can I please go back upstairs to watch the bombs fall?” my brother begged. I played with my dolls, and soon the distant booms began, rattling our house like a kettle drum.

The booming sounds grew increasingly louder as the ground trembled, and bits of dust fell from the ceiling. From time to time, Mom would glance upwards with a worried look.

After a while, the alarms whirled again, and the noise and ground shaking finally ceased. Mom cautiously led us upstairs. Broken dishes littered the kitchen, and the cupboard doors stood askew.

“We don’t have any electricity, and the water isn’t running,” Mother informed us. “It’s a good thing you helped fill the five-gallon drums with water so we’ll be able to cook and drink. But most importantly, the house is still standing.” She breathed a small sigh of relief.

I walked out into the front yard to discover that ours was not the only house with shattered windows. Several large fires were burning around London, including the house two doors down, which was now demolished and ablaze. People scurried with hoses to attempt to extinguish the fires.

Down the street, officials worked to secure ropes and stakes around an unexploded bomb. I’d heard that the bombs could get buried in debris and explode before being found.

Despite all the chaos, everyone pitched in to help each other and remained as positive as possible. So many people had been killed or lost their houses. Food was rationed, and we had little gas for our cars, but we held out hope that this was only temporary, and the end of the war would come soon.

1. What is accomplished in the first paragraph of the story?

- a. It introduces the characters.
- b. It explains the theme of the story.
- c. It sets up the story and introduces the problem.
- d. It foreshadows how the story problem might be resolved.

2. What does the word *demolished* mean as it is used in the text?

- a. overturned
- b. torn down
- c. constructed
- d. destroyed

3. Which statement gives the best clue as to the historical setting?

- a. Several large fires were burning.
- b. From time to time, Mom would glance upwards with a worried look.
- c. High-pitched air-raid alarms sounded.
- d. Broken dishes littered the kitchen, and the cupboard doors stood askew.

4. Based on clues in the story, in which country does this story most likely take place?

- a. Japan
- b. England
- c. China
- d. Russia

TEXAS QUILTS

“Hand me the scissors, please,” Bessie said, as she reached for the black thread and prepared to cut a length. Threading her needle, she held the calico print circle in place on the muslin with her thumb.

Julia tilted her head to one side. “Do you plan to go around the petals like that in black also? I can’t imagine how that would look. Wouldn’t it detract from the fabric?” She watched Bessie make generous stitches with the ebony thread, one-quarter inch in from the edge of the circle.

Pausing, Bessie considered. “Well, I might. Guess I’ll have to see how it looks when I get to that point.” She resumed her stitching, working quickly to get as much done as possible before the sun got too high in the sky. Bright Texas sunshine poured through the window, the natural light ideal for the intricate detail work of quilting.

In the corner, Helen sat quietly sorting swatches of fabric, pieces from clothing no longer usable. She set blues in a pile and oranges and reds in another. “I reckon these would make a fine wagon-wheel pattern, don’t you think?”

“Sounds like a lot of work to me,” Julia stated. “Good thing you don’t have too much of the orange and red; you can make it a smaller quilt.” She idly sifted through the blues, adding some pieces of pink to the pile.

Bessie glanced out the window and started suddenly. “Dust storm coming!” She frantically began gathering quilt pieces, along with the paper pattern template, and stuffed them in pillowcases.

“Wait,” Helen said. “Try to keep the colors sorted.” Holding out a pillowcase to Julia, she pointed to the stack of blues and pinks and said, “Here, those can be used for a hexagon pattern.”

Just as the girls finished stowing the fabric safely, Pa sauntered through the door. “Pack up, girls. Once we survive this, we’re moving west.”

1. Which title would be a good alternative for this text?
 - a. “Three Sisters”
 - b. “Dust Storm”
 - c. “Fabric of Life”
 - d. “Sunny Sewing”
2. What is a synonym for the word *idly* as it is used in the text?
 - a. uselessly
 - b. slowly
 - c. lazily
 - d. unprofitably
3. Which statement best describes the story problem?
 - a. Bessie worked quickly to get as much done as possible before the sun got too high in the sky.
 - b. “Dust storm coming!”
 - c. Helen sat quietly sorting swatches of fabric, pieces from clothing no longer usable.
 - d. “Pack up, girls. Once we survive this, we’re moving west.”
4. What is the purpose of the last paragraph?
 - a. It offers resolution for the conflict between characters.
 - b. It introduces a new character.
 - c. It shows why the girls put the fabric pieces in pillowcases.
 - d. It creates additional tension in the story.

FAREWELL AT INDEPENDENCE

Farewell at Independence, Missouri Independence, Missouri was bustling with people. Samuel pressed his nose against the general store's window and moaned, "Whenever will we get to see them?" Suddenly, he spotted the billowing canvas top of a covered wagon being pulled by four brown oxen. "They've arrived!" In his haste to greet the pioneers, he slammed the door, causing the bell to ring wildly.

The Abrams family extracted themselves from the wagon as Daniel, Samuel's best friend, dismounted from a gray gelding he'd been riding alongside. Daniel tied the horse to a hitching post as Samuel peered into the back of the wagon. He was dumbstruck by the sight of all of Abrams's belongings stuffed into the four-foot-by-twelve-foot wagon. Sacks of flour and sugar, boxes of medicine, and rolls of bedding crowded the interior. "We hung the guns from hooks last night," exclaimed Daniel, pointing to the hoops that stretched the canvas tight. "We'll have to rely on hunting and fishing out on the trail."

"Great job," Samuel slapped his comrade on the back. "Just imagine all the adventures you'll have—crossing rivers, meeting mountain men, encounters with Indians." He couldn't keep the jealousy from tinging his voice.

Daniel nodded. "Dad is anxious to start farming once we arrive in Oregon. It's supposed to be the best soil around, and it's all free!"

A bleak horn sounded mournfully. "We best get going," Daniel's dad said as he started towards the lead ox. "The ferry will be leaving soon."

"I guess this is farewell." Samuel lightly stroked the gelding's nose. "You are so fortunate. I'm stuck here, doing farm chores and attending school, while you're off to Oregon territory!"

"At least you don't have to leave all your friends and family." Daniel quickly gave Samuel a heartfelt handshake and mounted his horse. "Take care of yourself, Samuel." Daniel didn't look back as he trotted down to the river after the wagon.

1. What statement does not give a clue about how Samuel feels in the story?
 - a. In his haste to greet the pioneers, he slammed the door, causing the bell to ring wildly.
 - b. He couldn't keep the jealousy from tinging his voice.
 - c. Samuel lightly stroked the gelding's nose.
 - d. "You are so fortunate. I'm stuck here, doing farm chores and attending school, while you're off to Oregon territory!"
2. What is the main idea of the last paragraph?
 - a. Daniel is excited for his new adventure.
 - b. Daniel is sad to leave his friends.
 - c. Daniel has to obey his parents.
 - d. Daniel thinks their move is a good idea.
3. What does the word *extracted* mean as it is used in the text?
 - a. to pull out with effort
 - b. to separate
 - c. to obtain something by pressing
 - d. to concentrate a substance
4. What is one theme of the text?
 - a. honesty
 - b. independence
 - c. acceptance
 - d. friendship

PENICILLIUM

The Great War was over. Alexander could finally return to his research laboratory. The war, awful though it had been, renewed his motivation to find an answer for bacterial infections. His experience on the battlefield helped him realize that bacteria were just as deadly as bullets.

“Where did I leave those notes?” he muttered, as he sorted through the jumble in the lab. “I know that one enzyme from tears has an antibacterial effect, but it’s just not strong enough. There must be a better solution. If I can only discover it.”

After rummaging around a bit more, he gave up and tried to organize his lab. Since the war, the lab seemed in a constant state of disorder; piles of notes and books lay everywhere, and empty test tubes showed where experiments had taken place. He decided to start cleaning the pile of petri dishes out of the sink. He had used them to grow staph bacteria, but now he was ready to start some new experiments. As was his habit, Alexander opened each one, examining it before placing it in a cleaning solution. “That’s funny,” he said, as he opened one containing the characteristic mold. Strangely, around this particular mold sample, the bacteria had died.

“Look at this.” Alexander handed the specimen to a lab assistant. “See if you can extract a sample of this mold, so we can identify it.”

A little while later, the assistant identified the mold as *Penicillium notatum*. Alexander grew more of the mold and then tested it, over and over again. Each time, the mold killed the deadly bacteria in the petri dish. “This is the antibacterial effect I was looking for! Think of how many lives can be saved!”

1. What is the main character’s goal in this passage?
 - a. He wanted to clean his laboratory.
 - b. He wanted to find a treatment for bacterial infections.
 - c. He wanted his lab assistant to help extract the mold.
 - d. He wanted to start some new experiments.
2. Which sentence gives you a clue as to the time period of the story?
 - a. The Great War was over.
 - b. The war, awful though it had been, renewed his motivation to find an answer for bacterial infections.
 - c. Alexander handed the specimen to a lab assistant.
 - d. Alexander grew more of the mold and then tested it, over and over again.
3. What does the word *specimen* mean as it is used in the text?
 - a. a particular type of person
 - b. one part of a group
 - c. an example
 - d. a sample taken for analysis
4. Which of the following could not be said about Alexander?
 - a. He has a routine of checking petri dishes.
 - b. He is motivated to find a solution.
 - c. He is organized.
 - d. He is persistent.

KIT

“Payday!” The cry rang through the camp, and we all hustled to secure a place in line. The first opportunity I have to go into town, I’ve decided to take a bit of money to celebrate my recent 17th birthday. I clearly remember the day when I enlisted, lying about my age as I signed up to fight the Southerners, alongside other concerned citizens from Pennsylvania.

As a private, we’re supposed to get paid \$11 per month, but that doesn’t always happen. Often the money arrives so late, I can’t remember what month it’s supposed to be for.

They rouse us early and sometimes feed us a morsel or two, but usually we have to do without food. We mostly eat hardtack, which are crackers made from flour, water, and salt. There might occasionally be a bit of dried pork, but if not, we forage for berries and hunt small game. I’ve seen fellow soldiers starve in these harsh conditions.

We drill each morning and afternoon, so we’ll know our place on the battlefield and work together as a team. They bark at us to listen and obey orders from the officers. Without it, they fear we would panic, and all order would break down.

Between drills we clean, fix our tattered uniforms, and mend socks (if we have any). We sometimes play a few games, such as checkers or dominoes, or we write letters to loved ones back home. But most of our time is spent being bored. I miss my parents, brothers, and sisters beyond belief.

When aren’t we bored? When we fight. Imagine total madness. Shouting, cursing, and fear so bad you’re certain you will die from it rather than being shot. The sight is horrific; men and boys are wounded, dying, and dead.

Eventually, this will all be over, and I shall once again go home and reunite with my family. I hope that in time we can all forget this horrible event.

1. What do you learn about Kit from reading this passage?

- a. He is an officer in the army.
- b. He has joined the Confederate forces.
- c. He thinks fighting is boring.
- d. He learns to drill and obey orders.

2. What is the main idea of the first paragraph?

- a. It introduces the main character, setting, and time period of the story.
- b. It gives the reader a clear idea of the conflict the main character will face.
- c. It explains the details of a confederate soldier’s daily experience.
- d. It shows how the main character responds to his experiences.

3. Which title would be a good alternative for this text?

- a. “The Life of a Confederate Soldier”
- b. “Union Diary”
- c. “Behind the Front Lines”
- d. “A Letter Home”

4. What is the best synonym for the word *horrific* as it is used in the text?

- a. nerve-wracking
- b. scary
- c. dreadful
- d. frustrating

LABOR FOR GRAIN

“Quit daydreaming and let’s get chores done before Papa catches us idle,” Regenard’s brother, Marellus, urged. Caught in a daydream, Regenard jumped slightly and then shifted his attention back to his duties. The sight of the huge blades turning lazily in the breeze never failed to mesmerize him.

Regenard supposed the windmills eased their labor, but he could never completely agree with the theory. He recalled a day not long ago when a visitor had arrived on horseback, carrying a scroll with drawings, which he displayed to all the men at a town meeting. The stranger had described how the drawings had been meticulously copied and passed around, having been brought from the east by crusaders. Upon careful perusal of the sketches, they had reached a consensus to build such a contraption, called a “windmill,” in their village.

“Garzon,” the elder called, “gather the other boys to turn the blades!” Regenard and his brother dropped their milk pails and raced to the windmill. It was true, since they had built the monstrosity, they no longer needed as many horses to turn the mills and grind grain. It seemed, however, that there was no end of other work created by this labor-saving device. Occasionally, a shaft would need replacing. Or a mill stone would slip, which required every able-bodied man in the village, it seemed, to shove it back in place.

Grunting, Regenard worked alongside the others to turn the windmill so the massive wood sails could catch the wind. “Mind your head!” His brother nimbly ducked under the swinging blade, but Regenard didn’t move quickly enough, and he was knocked senseless.

“Oh,” he moaned, holding the lump on his forehead. Marellus produced a damp cloth, pressing it to the tender area. Strong arms then lifted him and carried him home. “Well,” Marellus teased, as Regenard was laid on his cot, “that’s one way to get out of carrying grain sacks today.”

1. What can you infer about the time period from the setting of the story?
 - a. The story takes place in modern-day times.
 - b. The story takes place in pre-industrial times.
 - c. The story takes place during the Industrial Revolution.
 - d. The story takes place during the Westward Expansion.
2. What obstacle or problem does the main character face in the story?
 - a. He is daydreaming and doesn’t get his chores done on time.
 - b. He has to do more work because of the windmill.
 - c. He is injured while working at the windmill.
 - d. He doesn’t want to haul sacks of grain.
3. What does it mean to say the villagers reached a *consensus*?
 - a. They took a survey to see who agreed to the plan.
 - b. They gave the stranger permission to construct a windmill.
 - c. They had a debate about whether or not to use the plans.
 - d. They all agreed to build a windmill.
4. What role does the windmill play in the story?
 - a. It provides tension and conflict in the story.
 - b. It is an obstacle the main character must overcome to reach a goal.
 - c. It sets the mood and tone of the story.
 - d. It helps the reader understand the main characteru suppose happened to the quilts next?

GOLF FOR EVERYONE

“Hey, Willie, I’ve gathered more balls this morning.” Frank set the bucket down on the torn-up lawn and went to fetch their old clubs. Their proximity to the neighborhood golf course gave the friends ample opportunity to watch the masters from outside the fence, and Frank in particular was determined to learn the game. They had even devised a three-hole course in the backyard for practice.

Frank took his stance and swung the club a few times. He aimed his sights on the hole, trying to emulate the great players he’d observed. His family had no money for lessons, so he taught himself, trying to remember every nuance of the game. “I’m going to play on that course someday,” he gestured vaguely across town with his club, “and I’m going to have my own caddy.”

“How do you know about caddies?” Willie’s gaze challenged Frank.

“I’ve been working over at the club to earn some extra income to help out; they pay me two bits per round.”

Trotting dutifully to fetch wayward balls, Willie waited patiently for his turn. The game didn’t hold nearly the fascination for him that it did for Frank, but he admired his comrade and was willing to help out, just for the enjoyment. It was also a great excuse not to do schoolwork, although Frank often got in trouble for neglecting his studies.

The next day, they walked a mile to catch the streetcar headed across town. After transferring twice to connecting streetcar lines, they walked over half a mile more to a public course, talking golf the entire time. “When I grow up, I’m not going to forget people like us. I’ll have some young fellow caddy for me just like you’re helping me now.”

1. What is the theme or moral of the text?
a. honesty b. courage c. perseverance d. sacrifice
2. Which statement will not help you answer the previous question?
a. Frank in particular was determined to learn the game.
b. His family had no money for lessons, so he taught himself, trying to remember every nuance of the game.
c. “I’m going to play on that course someday.”
d. Frank often got in trouble for neglecting his studies.
3. What does the word *emulate* mean as it is used in the text?
a. to rival b. to imitate c. to compete against d. to follow
4. What is the purpose of first paragraph?
a. It introduces the conflict in the story.
b. It introduces the characters and setting in the story.
c. It sets the mood for the story.
d. It shows the resolution of conflict.

O‘QUV-USLUBIY NASHR

**Texts concerned with history
/national concepts /spiritual basis
and law/ the economy of labour
and sociology and tourism**

USLUBIY QO‘LLANMA

Texnik muharrir: **M. Raxmatov**

Musahhih: **M. Primova**

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