

24 Nonfiction Passages for Test Practice

Grades 4–5

by Michael Priestley

S C H O L A S T I C
PROFESSIONAL BOOKS

**New York • Toronto • London • Auckland • Sydney
Mexico City • New Delhi • Hong Kong • Buenos Aires**

Scholastic Inc. grants teachers permission to photocopy the designated reproducible pages from this book for classroom use. No other part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission of the publisher. For information regarding permission, write to Scholastic Inc., 555 Broadway, New York, NY 10012.

Cover design by Solás

Interior design by Creative Pages, Inc.

Interior illustrations by Kate Flanagan, page 6; Greg Harris, pages 10, 20, 40;

Neil Riley, page 40

Interior photos by Chris Cole/Duomo/Corbis, page 5; Hulton Archive, pages 6, 16, 36;

Duomo/Corbis, page 24; Stock Montage, Inc., Chicago, page 44

ISBN 0-439-25609-7

Copyright © 2002 by Michael Priestley. All rights reserved.

Printed in the U.S.A.

24 Nonfiction Passages for Test Practice

Grades 4–5

Contents

Introduction	4
1. Biography: A Soccer Superstar	5
2. Informational article: Where Did We Get That Word?	6
3. Letter to Mr. Peralta	8
4. How-to guide: Secret Messages	9
5. News story: The <i>Amistad</i> Sails Again	10
6. Announcement: Get Ready for the Talent Show	12
7. Informational article: Fighting Fires	13
8. Essay: On Being Yourself	14
9. Biography: Sequoyah	16
10. Review: The World of Harry Potter	18
11. Franny's Journal	19
12. Informational article: A Park in Danger	20
13. How-to guide: How to Make a Swan	22
14. Biography: A Hero for the World	24
15. Comparison/Contrast: Whales and Dolphins	26
16. A Letter from Washington, D.C.	28
17. A <i>Kid Pages</i> Interview	30
18. Editorial: School Uniforms? Think Again!	32
19. Textbook article: Kingdoms of Gold: The Empires of West Africa	34
20. Speech: "I Will Fight No More Forever"	36
21. Advertisement: Crockett Travel Agency	38
22. Informational article: Beekeeping Basics	40
23. Autobiography: How I Came to the Museum	42
24. Comparison/Contrast: Bridging the Gaps in New York City	44
Answer Key	46

Introduction to Teachers

Today's students receive information from an ever-increasing number of sources. To manage this overload of information, students must be able to distinguish between what is important and what is not—a key skill in reading nonfiction. They must understand what they read in traditional forms of nonfiction, such as textbooks and news articles, but they must also comprehend newer forms of nonfiction, such as advertisements on Web sites and e-mail on the Internet. Many students can benefit from reading more nonfiction, but finding good examples of nonfiction for instruction at different grade levels can be challenging.

How to Use This Book

The purpose of this book is to provide interesting, well-written nonfiction selections for students to read. These selections can be used for practice and instruction in reading nonfiction, and they can be used to help prepare students for taking tests that include nonfiction passages.

This book provides 24 grade-appropriate nonfiction texts in a wide variety of genres, from informational articles, letters, and biographies to e-mail announcements and how-to guides. Each text (of one page or two pages) focuses on a high-interest topic and has:

- a prereading question to help students focus on what they read.
- a set of 2–6 comprehension questions that resemble the kinds of questions students will see on standardized tests.

The questions with these texts are designed to measure critical thinking and comprehension skills, such as summarizing information, drawing conclusions, and evaluating an author's purpose and point of view. These questions will help you assess students' comprehension of the material and will help students practice answering test questions. For different passages, questions include multiple-choice items, short-answer items, and written-response items that require longer answers. (You will find answers to these questions in the Answer Key beginning on page 46.)

Extending Activities

For some of these richly detailed texts, you may want to have students go beyond answering only the questions that are provided. For example, for any given text you could have students write a summary of the selection in their own words or rewrite the passage from a different point of view. For some pairs of texts, you might have students compare and contrast the two selections. For other texts, you might want to create writing prompts and have students write full-length essays about what they have learned. Students will benefit from reading and analyzing these texts, discussing them in class or in small groups, and writing about them in a variety of ways.



Text 1 Who is Brandi Chastain?

A Soccer Superstar

The United States and China were tied 4–4 in the final game of the Women’s World Cup soccer match. More than 90,000 fans packed the Rose Bowl in California, where the game was being played. Another forty million people were watching on TV. All eyes were on Brandi Chastain, who was about to take her turn in the penalty kick shoot-out that would decide the winner. The ball flew into the upper right corner of the net. She had scored a goal! The U.S. team won 5–4!

Making that final goal to win the 1999 World Cup may well have been the highlight of Chastain’s career as a soccer player. But it was not her only triumph. She had been a soccer star in high school and college. She played on a winning World Cup team in 1991. At the 1996 Olympic games, when the U.S. women’s team won the gold medal, Chastain played every minute of every game. Soccer was at the center of her life.

Unfortunately, there were no women’s professional teams in the

United States for this talented athlete to join. In 1993, Chastain played for one season on a professional team in Japan. She was voted the team’s most valuable player. But when she returned home, she could not continue playing soccer as a professional.

Then at last, in May 2000, a United States professional league for women was formed. The Women’s United Soccer Association (WUSA) set up eight teams. Women from the 1999 World Cup team were assigned to different teams in the new league.

Brandi Chastain was assigned to play for San Francisco. Would she mind playing against her former teammates? Not likely! As usual, Brandi Chastain welcomed the chance to play against tough opponents—and win.



- 1. When Brandi Chastain made the most famous goal of her career, she was playing against —**

(A) China.	(C) Japan.
(B) her former teammates.	(D) San Francisco.

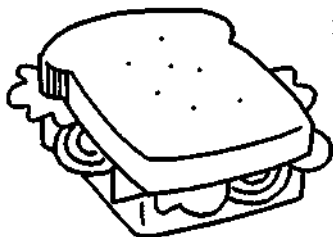
- 2. What can you tell about the 1999 U.S. World Cup team from this article?**

(F) Members of the team had been playing together for many years.	(G) Everyone expected the team to win.
(H) The players were not professionals.	(J) It was the first U.S. team to win the Women’s World Cup.

Text 2 Why is a sandwich called a *sandwich*?

Where Did We Get That Word?

The dancer put a cardigan sweater over her leotard. Then she sat down to eat a sandwich. *Cardigan*, *leotard*, *sandwich*—where did these words come from? Did you know that each of them was a person's name? Words that come from proper names are called *eponyms*, and there are many eponyms in English.



The sandwich, for example, was named for John Montagu, the Earl of Sandwich. He lived from 1718–1792. He loved to play cards and did not want to stop a game even to eat. By putting cold meat between two pieces of bread, he could eat while he played.

The cardigan sweater was named for an officer in the British army. In the 1800s, James Thomas Brudenell, the Earl of Cardigan, spent his own money to buy special knitted jackets for the men in his regiment. Knitted jackets with buttons soon came to be called *cardigans*.

Jules Leotard was a French circus performer. In 1859, at the age of twenty-one, Leotard performed the first mid-air somersault. He became known as the “daring young man on the flying trapeze.” Leotard invented a close-fitting one-piece suit to wear when he performed. Dancers and acrobats still call their close-fitting garments *leotards*.

Another person who gave her name to a style of clothing was Amelia Bloomer. Bloomer was the editor of a magazine called *The Lily*.

American women in her day were expected to wear heavy skirts that dragged on the floor. In 1851, a young woman named Elizabeth Smith Miller introduced a new kind of clothing that was much easier to move around in. She wore a dress that came only to the knees. Under it she wore baggy pants that fitted close at the ankles. Amelia Bloomer published a picture of the outfit in *The Lily*. She hoped women would adopt the new style. In news stories, reporters called the pants “bloomers.”

A hundred years later, people were still using the word *bloomers* for pants worn under a dress.



There are many other words that come from people's names. The *diesel* engine was named for its inventor, Rudolf Diesel. The word *boycott* comes from the name of an English landlord named Charles Boycott. Where each word came from is a story in itself. Who knows, maybe your name will become a word someday.

1. Which of these word stories would best fit in this article?

- Ⓐ *Armadillo* comes from a Spanish word meaning "armed."
The animal's hard shell looks like armor.
- Ⓑ *Braille* is a system of writing for the blind that was developed by Louis Braille.
- Ⓒ *Cricket* is a word that imitates the sound a cricket makes.
- Ⓓ *Dynamite* comes from a Greek word meaning "power."
Alfred Nobel, the inventor of dynamite, created the word.

2. Which of these words came from a person's name?

- Ⓕ trapeze
- Ⓖ editor
- Ⓗ boycott
- Ⓙ acrobat

3. What is this article mainly about?

4. Why did the Earl of Sandwich invent the "sandwich"?

5. What are "bloomers," and where did the word *bloomers* come from?



Text 3 What did Mr. Peralta do?

October 9, 2001

Mr. Emilio Peralta, WKVP-TV
29 Rivera St.
Newtonville, Nebraska

Dear Mr. Peralta:

Thank you for speaking to our class last Thursday. It was very exciting to meet a real television personality! We all learned a lot about how you make your weather predictions. And it was fun to see some of the equipment you use.

After you left, we made a list of what we had learned. Then we set up a small weather station outside our classroom. From now on, one student in the class will be the weather person every day. He or she will record weather data in our weather book. After a few months, we will start making graphs and charts that show our weather patterns here in Nebraska. We will use the Internet to share our information with students all over the United States. Next year's students will continue our work.

As you can see, your visit has given us a lot of ideas. Thank you so much for opening our eyes to this interesting subject.

Sincerely,
B. J. Gluck
Mrs. Morse's Class, Oakview School

1. What is B. J.'s purpose in writing this letter?

2. What is Mr. Peralta's job?

3. Why do you think Mrs. Morse invited Mr. Peralta to speak to her class?

Text 4 TIVVGRMTH! Can you guess what that means?

Secret Messages

Would you and your friends like to write secret messages to each other? If you read this article, you will soon know how to do it.

Secret codes have been used throughout history to send messages. A code gives special meanings to symbols, words, or even a nod of the head. Codes can be difficult to learn. Some codes can be used only by people who have the same code book or computer program.

For secret messages that you write to your friends, it is best to use a *cipher*. Unlike a code, a cipher uses the regular meanings of words. The words look funny, though. Each letter has been changed to something else. It might be another letter, a number, or a symbol. Words written in cipher are easy to read once you know the key. Here is an example.

- 1) Write the alphabet in one row. Under it, write the alphabet backwards. Place each letter directly under a letter in the first row.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Z	Y	X	W	V	U	T	S	R	Q	P	O	N	M	L	K	J	I	H	G	F	E	D	C	B	A

- 2) To write a message, use the letters in the second row to stand for the letters you really mean. For example, the word YOU would be BLF.
- 3) To read the message, change each letter back. If BLF is in the message, find B in the bottom row. You can see that it stands for Y.
- 4) People who want to know your secrets might try to figure out the key to your cipher. To make the cipher harder to figure out, change the spacing of the words. You can put letters in groups of five: HVXIV GNVHH ZTVHX ZMYVU FM. Using the key, it becomes SECRE TMESS AGESC ANBEF UN. Put the spaces in the right places. Now it says, "SECRET MESSAGES CAN BE FUN."

1. What does "TIVVGRMTH" mean? Use the cipher you learned in this article.

2. Which is an example of a cipher?

- Ⓐ Apple stands for "Call me tonight." Peach means "Don't call."
- Ⓑ WAFMAC means "Wait for me at the corner."
- Ⓒ Raising the left thumb means "That's right."
- Ⓓ 1 stands for A, 2 for B, 3 for C, and so on, so 3-1-2 means "cab."

3. How is a cipher different from a code?

Text 5 Why would anyone build a new ship using really old plans?

The *AMISTAD* Sails Again

MYSTIC, Connecticut—Thousands of people came to the Mystic Seaport recently to see the launch of a ship called the *Amistad*. The ship's builders used plans and tools from the nineteenth century to re-create a wooden sailing ship. The ship took two years to build.

The original *Amistad* became famous in 1839. It was sailing to the United States from Cuba. On board were 53 Africans who had been taken from Sierra Leone, their home country, and shipped to Cuba. In Cuba, they had been sold as slaves.

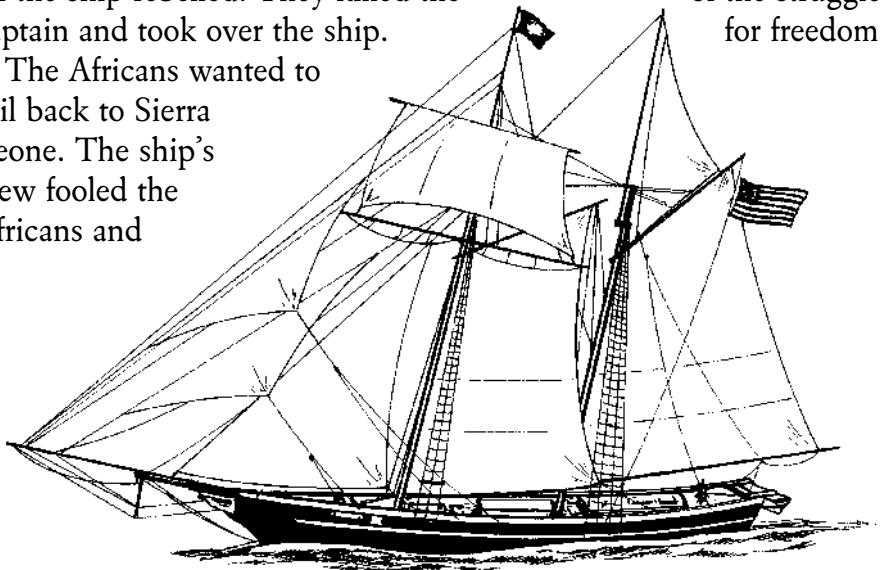
It was a crime to bring new slaves into the United States. The men who were bringing Africans to the United States on the *Amistad* didn't care about the law. They had broken it before. But this time they were in for a terrible surprise. The Africans on the ship rebelled. They killed the captain and took over the ship.

The Africans wanted to sail back to Sierra Leone. The ship's crew fooled the Africans and

took them to Connecticut instead. There, the Africans were caught, put in jail, and tried for murder. But in the end, they won their freedom.

In 1976, Warren Marr, a magazine editor, came up with the idea of rebuilding the *Amistad*. He thought it would be a good way to honor the *Amistad* story (which was also told in the 1997 movie *Amistad*, directed by Steven Spielberg). For more than 14 years, Marr worked to interest people in the project. In 1990, he came to the Mystic Seaport. That's when the project really took off. The Mystic Seaport helped raise over three million dollars to build the ship.

The new *Amistad* will be both a ship and a museum. Its first stop will be Operation Sail 2000 in New York harbor on July 4. Then it will sail on, carrying its story of the struggle for freedom.



1. What is the main idea of this article?

- Ⓐ It was a crime to bring new slaves into the United States in 1839.
- Ⓑ A new *Amistad* has been launched to help tell the *Amistad* story.
- Ⓒ Warren Marr came up with the idea of rebuilding the *Amistad*.
- Ⓓ The Africans who rebelled on the *Amistad* won their freedom.

2. Why was the *Amistad* a famous ship?

3. In 1839, how did the Africans on the *Amistad* end up in Connecticut?

4. Why do you think both Warren Marr and Steven Spielberg wanted to retell the story of the *Amistad*?



Text 6 *Would you like to be in a talent show?*

Get Ready for the **TALENT SHOW**

Get out your guitars! Dust off your drums! This year's Carey School Talent Show will be held on March 16.

To make this year's show the best ever, we are trying to get as many different kinds of acts as possible. Singers, tap dancers, storytellers, magicians—whatever your talent may be, you are welcome to sign up. We are also hoping to have more family acts with parents and children performing together.

Most people seem to agree that last year's show had too many lip-synch acts. Some of them were too long. This year, we plan to limit the number of lip-synch acts to no more than six. Each lip-synch group must have at least three people in it. The length of each performance should be no more than five minutes. Groups that want to do a lip-synch must choose a song and present their idea to the Talent Show Committee by February 25.

The Talent Show sign-up sheet is in the school office. Students who want to be in the show should sign up as soon as possible. The last day to sign up is February 23. Mrs. Whittle and Mr. Denby will make the final decision about which acts will be included in the show.



1. What kind of selection is this?

- (A) editorial (B) review (C) announcement (D) letter to the editor

2. What was the problem with last year's Talent Show? What changes are being made to correct the problem?

3. If you want to be in the Talent Show, you should —

- (F) sign up in the office.
(G) talk to the Talent Show Committee.
(H) tell Mrs. Whittle or Mr. Denby.
(J) get a guitar.

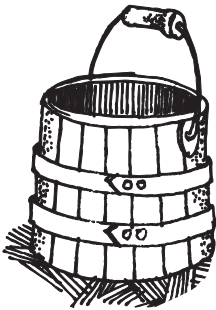
Text 7 What is a bucket brigade?

Fighting Fires

Nothing gets people moving faster than the word *fire*. When someone yells “Fire!” most people dash for the exits. Their only thought is to get out of the building fast. Firefighters, on the other hand, race just as quickly toward the fire. They want to put out the blaze as fast as possible.

There are more than one million firefighters in the United States today. They are trained to put out fires.

Back in the 1600s, though, there were no trained firefighters. Putting out fires was everyone’s job. Cities and towns had no indoor plumbing, running water, or fire hydrants, so water from a pond, river, or well had to be carried to the fire in buckets. When a fire broke out, everyone ran to help. They formed a bucket



brigade. Men formed one line leading from the water supply and passed buckets of water to throw on the fire. Women and children formed another line, sending empty buckets back to be filled. It was a very slow way to put out a fire, and many homes burned to the ground before they could be saved.

Then in 1736, Benjamin Franklin came up with the idea for a fire department. He convinced a group of people in Philadelphia to form the Union Fire Company. They became the first official volunteer firefighters.

Today, three out of four American firefighters are volunteers. These brave men and women do not get paid for their work, but they are in good company. George Washington, Thomas Jefferson, and Paul Revere were all volunteer firefighters, too, in their day.

1. People formed “bucket brigades” to —
 - Ⓐ prevent fires from starting.
 - Ⓑ put out fires.
 - Ⓒ rescue people trapped in a fire.
 - Ⓓ warn other people about a fire.
2. How did a bucket brigade work?

3. How, when, and where was the first fire company formed?

Text 8 What makes you special?

On Being Yourself

Everyone likes to feel that he or she is special.

Unfortunately, many of us grow up believing that we're not special at all. We wish that we could be better at sports or more attractive. We wish we had nicer clothes or more money. Like the Scarecrow, the Tin Man, or the Cowardly Lion from *The Wizard of Oz*, we believe we're not good enough just as we are. In the movie, the Scarecrow wishes that he had a brain. The Tin Man wishes he had a heart, and the Lion wants courage. In the end, each of them realizes that he already has what he needs.

Most parents want us to be the best we can be. They sometimes try to encourage us to do better by comparing us to others. They mean well, but the message we often get is that we're not good enough. We begin to believe that the only way we can be special is by being better

than someone else, but we are often disappointed. There will always be someone out there who is better than we are at something. There are plenty of people around who may not be as smart as we are but who are better at sports. Or they may not be as good-looking, but they have more money. It is impossible for us to be better than everyone else all the time.

Like the Scarecrow, the Tin Man, and the Cowardly Lion, we all want what we believe will make us better people. What we don't realize is that often we already have inside us the very things that we seek. Parents sometimes forget to tell us that we *are* special, that we are good enough just as we are. Maybe no one told them when *they* were growing up, or maybe they just forgot. Either way, it's up to us to remind them from time to time that each of us, in our own way, is special. What we are . . . is enough.

1. This essay was most likely written by a —
 - (A) young person.
 - (B) parent.
 - (C) teacher.
 - (D) coach.
2. The author of this essay believes that —
 - (F) not everyone can be special.
 - (G) smart people are more special than others.
 - (H) the richer you are, the better you are.
 - (J) we are all good enough just the way we are.

- 3. Why does the author believe it is not a good idea to compare yourself to others in order to feel special?**

- 4. Why does the author discuss characters from *The Wizard of Oz* in this essay? What point is the author trying to make?**

- 5. What makes you special? Write a paragraph telling what you like about yourself.**



Text 9 Who was Sequoyah?

Sequoyah

Imagine a man who cannot read or write. Now imagine that same man creating a brand new alphabet from scratch. It sounds next to impossible, doesn't it? Yet that is exactly what one man did—a man named Sequoyah.

Born around 1770 in Tennessee, Sequoyah was a Cherokee. Like other Native Americans of that time, he could neither read nor write. He couldn't help noticing, though, how white people wrote to one another on sheets of paper. They often used these "talking leaves," as some Native Americans called them, to communicate.

Back then, the Cherokee had no way to write down words in their own language. Sequoyah believed it was important for the Cherokee to have a system of writing. So, in 1809, he set out to create an alphabet that the Cherokee could use to do just that.

Sequoyah started by drawing pictures, with each one representing a different word or idea. He soon realized that writing sentences using pictures would be much too difficult. There were too many words. No one would ever be able to remember that many pictures.

Sequoyah decided to try a different approach. He began to develop symbols to stand for the sounds, or syllables, that made up words. Twelve years later, he completed a system of writing with 86 different symbols. Each one stood for a different syllable in the Cherokee language. The symbols could easily be put together to form words. Soon thousands of Cherokee were able to read and write in their own language.

Sequoyah's work did not end there, however. He helped to establish a print shop and began publishing a bilingual newspaper in both Cherokee and English. The shop also printed books translated from English into Cherokee. In later years, Sequoyah also became a political leader among the Cherokee.



Sequoyah died in 1843, but many Cherokee of today still use the alphabet he invented. Thanks to him, the Cherokee now have a written history that will never be forgotten. In honor of his achievements, Sequoyah's name was given to the giant redwood trees of California and the Sequoia National Park. The name of Sequoyah will never be forgotten either.

1. Sequoyah is best remembered for —

- Ⓐ not being able to read or write.
- Ⓑ being raised as a Cherokee.
- Ⓒ drawing pictures to represent words or ideas.
- Ⓓ inventing a written language for the Cherokee.

2. White people used “talking leaves” to communicate. What were “talking leaves”?

3. Which did Sequoyah do just after he completed the set of symbols for the Cherokee language?

- Ⓕ He drew pictures to represent words and ideas.
- Ⓖ He began growing giant redwood trees.
- Ⓗ He helped to start a printing press and a newspaper.
- Ⓙ He became a political leader.

4. Give one reason why Sequoyah's invention was important to the Cherokee.

5. What did the people of the United States do to honor Sequoyah?



Text 10 What is this Harry Potter book about?

The World of Harry Potter

How would you like to wake up one morning and discover that you're really a wizard? That is what happens to Harry Potter in *Harry Potter and the Sorcerer's Stone*, a novel written by J.K. Rowling.

Harry, an orphan, has spent most of his ten years living with his mean relatives, the Dursleys. His Uncle Vernon and Aunt Petunia treat him like dirt. Their son Dudley is a big bully who picks on Harry every chance he gets.

Harry sleeps in a tiny closet under the stairs and wishes that someone someday would come take him away. But that hasn't happened yet. Harry has all but given up hope that it ever will.

A few days before Harry's eleventh birthday, strange letters begin arriving. They are addressed to Harry. His aunt and uncle,

though, won't let him read them—that is, until a giant named Hagrid delivers one in person. That's when Harry learns that he is a wizard. He has just been accepted as a student at Hogwarts School of Witchcraft and Wizardry.

Just like that, Harry Potter goes from being a nobody to being a famous wizard. Who would have guessed? Not only that, but Harry also discovers that his parents didn't die in a car crash after all. They were done in by an evil wizard, a wizard so powerful that everyone is afraid even to say his name: Voldemort.

Harry Potter and the Sorcerer's Stone is a beautifully written fantasy. If you love action, you won't be disappointed. It is very funny and imaginative, and it will keep you reading long past your bedtime.



1. In this book, Harry Potter finds out that he is —
 - (A) an orphan.
 - (B) a giant.
 - (C) an author.
 - (D) a wizard.

2. How does the author of this book review feel about *Harry Potter and the Sorcerer's Stone*? How can you tell?

Name _____ Date _____

Text 11 On May 17, Franny got quite a scare. Read this page from her journal to find out what happened.

Franny's Journal

May 17

I had the scare of my life today. When I stopped by Mrs. Nolan's house, she asked if I would mind taking her dog Buster out for a walk. Are you kidding? A few minutes later, Buster and I were jogging happily toward the park.

We were almost there when this enormous black dog suddenly appeared from out of nowhere. Before I could react, the giant dog attacked Buster and tried to sink its teeth into Buster's neck. I just stood there frozen, unable to move. The next thing I knew, both dogs were rolling around on the ground, snarling and growling and biting each other. It was just awful. I was too scared even to cry out for help.

Thank goodness someone showed up just then. A boy about my age grabbed the black dog's collar and pulled him off Buster. The black beast was his. He said he was really, really sorry. His dog had yanked the leash right out of his hand and managed to get away. It wouldn't happen again.

I was still shaking when I got back to Mrs. Nolan's house. Poor Buster was limping. One ear was torn and he was bleeding in several places. Mrs. Nolan took one look at us and gasped. I helped her load Buster into the car, and we drove right over to the animal hospital.

Buster was beaten up pretty badly, but the vet says he should be fine in a few days. I'm not so sure about me, though. I still feel it was my fault that Buster got hurt. Mrs. Nolan says, no, no, of course not, there was nothing I could do. But her kind words didn't make me feel any better.

1. On the way to the park, Buster —

- | | |
|----------------------------------|----------------------------------|
| (A) escaped from Mrs. Nolan. | (C) was attacked by another dog. |
| (B) attacked someone else's dog. | (D) bit another dog's owner. |

2. Who do you think was really to blame for Buster getting hurt? Tell why you think so.

3. How did Franny feel about what happened to Buster?

Text 12 *Will the Everglades be lost forever?*

A Park in Danger



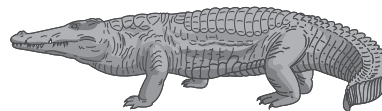
Everglades National Park is the most endangered national park in America. The purpose of making a national park is to protect the plants and animals that live there. But things that happen outside the park also affect the life within it.

Everglades National Park is part of a much larger area known as the Everglades. At one time, water flowed freely in the Everglades. During the rainy season, water would fill the Kissimmee River. Then it flowed into Lake Okeechobee. Once the lake became full, water spilled over onto the flatland. From there a shallow sheet of water moved slowly down the Florida Peninsula. Then it emptied into Florida Bay. This shallow sheet of water was the Everglades River. It was only a few inches deep in some spots. But it was up to 50 miles wide and over 100 miles long.

The Everglades are home to many plants and animals found nowhere else in the world. Today, some of these plants and animals are in danger of disappearing forever.



The main reason is that the Everglades is no longer a free-flowing river. Canals have been built to drain most of the shallow river. People have also built a dam to hold back water from Lake Okeechobee. Most of the water from the Everglades is trapped in manmade lakes. Cutting off the flow of water into Everglades National Park has done more harm than good. Now it threatens the wildlife in the park.



Water pollution is another reason some plants and animals are disappearing. Years ago, large areas of the Everglades were drained and turned into farmland. Today the fertilizers used on crops are polluting the water. The “river of grass” is slowly disappearing. The tall sawgrass that once grew in the Everglades River is being replaced by cattails. Many other kinds of plants are disappearing. Animals that depend on these plants for food no longer have anything to eat.

The problems facing Everglades National Park are very serious. But there is still hope. Work is already underway to save the Everglades. The federal government, the state of Florida, and several other groups are all working together to try to undo the damage. But can they do it? Can they save the Everglades before it is too late?

1. What is another good title for this article?

- (A) “Saving the Everglades” (C) “Following the River”
(B) “Rare Plants and Animals” (D) “Canals, Dams, and Lakes”

2. What is the main source of problems in the Everglades?

- (F) The rainy season is too short.
(G) There are too many plants and animals.
(H) Water is no longer allowed to flow freely.
(J) Water spills out of Lake Okeechobee.

3. Give an example of how things that happen outside the Everglades National Park affect the plants and animals within it.

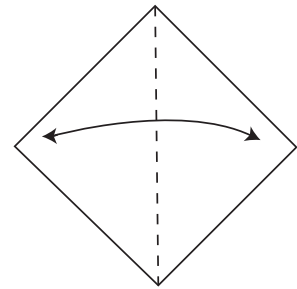
4. How do you think the author of this article feels about the ways people have changed the Everglades? Tell why you think so.

Text 13 *What is origami?*

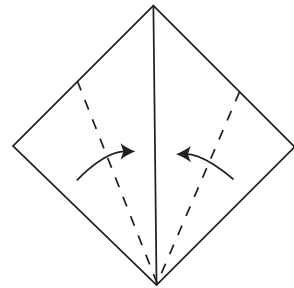
How to Make a Swan

If you have ever folded a piece of paper to make an airplane, you were practicing the ancient Japanese art of origami. The word *origami* comes from two Japanese words: *ori*, which means “to fold,” and *kami*, which means “paper.” In origami, a single sheet of paper is folded in different ways to create different shapes, such as animals or flowers. The nice thing about origami is that you can do it anywhere. There is no cutting, gluing, or drawing. Follow the directions below to learn how to make a beautiful swan. All you need to get started is one square sheet of paper.

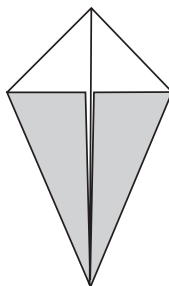
Step 1. Look at the picture. Place your paper exactly the same way in front of you. Fold the paper in half as shown, then unfold it. (The dotted line shows where to fold the paper.)



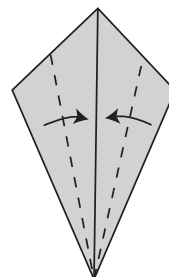
Step 2. Carefully fold the lower edges toward the center of the paper as shown. Make sure the edges meet in the middle. If you fold the paper really well, there won't be a big space between the edges. Make sure the edges do not overlap or rest on top of each other. This could cause parts of your swan sculpture to lock together so that it rips.



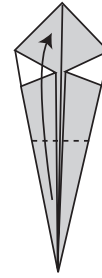
Step 3. Your paper should now look like this. (The gray shading means the back of the paper is showing.) Turn the paper over.



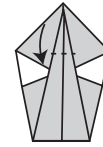
Step 4. Fold the paper as shown below.



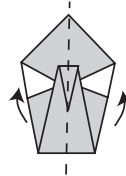
Step 5. To make the swan's neck, fold the bottom point up.



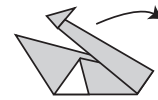
Step 6. Fold down the head. You can change what the swan looks like by changing the length of the neck or of the head.



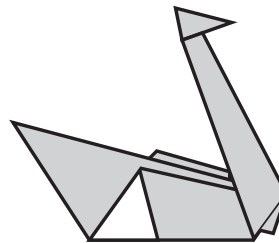
Step 7. Fold the swan in half, as shown.



Step 8. Grab the swan by its neck and pull the paper up. Keep pulling until it looks right to you. Then squeeze the paper at the base of the swan's neck to crease it.



Congratulations! You've just turned a flat piece of paper into a beautiful swan!



1. What is *origami*?
☐ A a type of swan
☐ B an old Japanese person
☐ C the art of folding paper
☐ D a special kind of paper
2. How can you tell where to fold the paper even if the directions don't say?

3. What should you do next after you make the swan's neck?
☐ F Unfold the paper.
☐ G Turn the paper over.
☐ H Fold the bottom point up.
☐ J Fold down the head.
4. What should you do last, and why do you think it is necessary?



Text 14 *What does it take to become a hero?*

A Hero for the World

When baseball player Sammy Sosa steps up to the plate, he hits home runs, and lots of them.

Born in 1968 in the Dominican Republic, Sammy Sosa learned early the value of hard work. When Sosa was only seven, his father died, leaving the family extremely poor. Everyone pitched in to help support the family. Sammy shined shoes every day and gave every penny he earned to his mother.

Young Sosa was so busy working, he did not have much time to play. Every once in a while, though, he would join some of the other neighborhood boys in a game of baseball. Too poor to own real equipment, the boys used tree branches or scraps of wood for bats and milk cartons for baseball gloves. The baseball was a piece of cloth wrapped with tape.

When he was fourteen, Sosa got to play on a real baseball team in his hometown. It was the first time he'd ever played using a real glove. He worked hard, and he had a lot of natural talent. When he hit the ball, he hit it hard.

Shortly after Sosa turned sixteen, he was noticed by a scout for the Texas Rangers. The Rangers offered him a contract to play baseball in the United States. Sosa signed the contract on July 30, 1985, becoming a professional baseball player at age sixteen.

Sosa was not an instant success. He still had a lot to learn about the game of baseball. Even though he could hit a fastball hard for a home run, he struck out a lot. Then he also started making more mistakes in the field.

Finally, in 1989, the Rangers traded Sosa to the Chicago White Sox. The White Sox were excited about having him. This helped restore Sosa's confidence, and he began to play well again. Unfortunately, his success did not last. Part of Sosa's problem was that he was trying too hard. He was thinking too much. He ended up making more and more mistakes. In 1992, the White Sox traded Sosa to the Chicago Cubs.

The Cubs believed Sosa could become a great player. They began to work with him to improve his batting. Sosa worked harder than ever before. Soon he was hitting more and more home runs, and he continued to improve. By 1998, he had become baseball's best all-around player. He was voted the National League's Most Valuable Player that year.



On the playing field or off, Sammy Sosa is, indeed, a hero for the world. In 1997, he created the Sammy Sosa Foundation to help people less fortunate than himself. "I want to be known as a good person more than a baseball player," Sosa said. He has donated money to worthy causes in both the Dominican Republic and in Chicago. When Hurricane Georges hit the Dominican Republic in 1998, Sosa arranged to have food, blankets, and other supplies sent there. Sosa's foundation also raised \$700,000 to help his country.

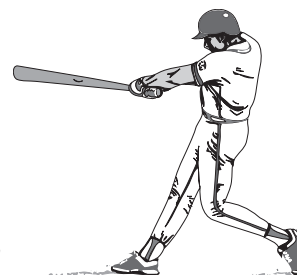
For his outstanding service to the community, Sosa received the Roberto Clemente Award in 1998. Mrs. Vera Clemente was present, and she had this to say about Sosa: "He's not just a good baseball player, but a great human being." These words most likely meant more to Sosa than any award he received that year.

- 1. Which of these events happened first?**
 - (A) The Texas Rangers traded Sosa to the White Sox.
 - (B) Sosa played on a baseball team in the Dominican Republic.
 - (C) Sosa signed a contract to play baseball in the United States.
 - (D) A scout for the Texas Rangers noticed Sosa.

- 2. What is the most important thing in the world for Sammy Sosa?**
 - (F) being a good baseball player
 - (G) living in the United States
 - (H) helping others
 - (J) being voted the Most Valuable Player

- 3. Why was Sosa most likely traded by the Rangers?**

- 4. In what way is Sammy Sosa a "hero for the world"? Give one or two examples.**



Text 15 When is a whale not a whale?

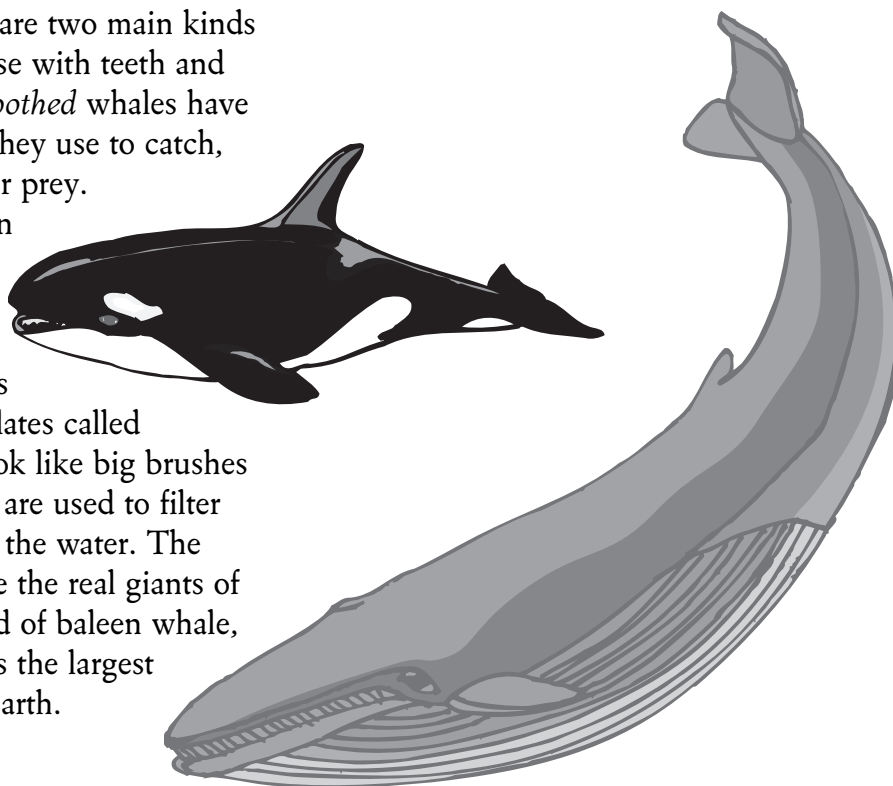
Whales and Dolphins

There are about 76 different kinds of whales and dolphins around the world. Even though they live in water, whales and dolphins are not fish. They are warm-blooded mammals, like cats, dogs, and humans. Like other mammals, their babies are born alive and feed on mother's milk. Mammals breathe air and cannot breathe underwater as fish do. Most whales and dolphins must come up for air after several minutes, or they would drown. A few, though, can stay under for an hour or more.

All whales and dolphins belong to the group of mammals called *cetaceans*. There are two main kinds of cetaceans: those with teeth and those without. *Toothed* whales have sharp teeth that they use to catch, bite, and kill their prey. *Baleen* whales, on the other hand, do not have teeth. Instead, they have mouths full of hanging plates called baleen, which look like big brushes or combs. These are used to filter bits of food from the water. The baleen whales are the real giants of the sea. One kind of baleen whale, the blue whale, is the largest living thing on Earth.

All dolphins are whales, and they have teeth. Names can be confusing, though, especially when some dolphins are called *dolphins* and some others are called *whales*. Killer whales, for example, are really dolphins.

The killer whale is one of the most handsome beasts in the sea. It doesn't look much like other dolphins, which are a dull gray or all black. The killer whale is marked with a clear pattern of black and white, and it is the largest of the dolphins. But it is still much smaller than the baleen whales.



Bottlenose dolphins are probably the best known dolphins. They are the ones most often seen on TV and in marine parks. They can be trained to perform jumps, flips, and other exciting moves. Killer whales, too, can be trained to perform jumps and flips. Sea World's Shamu® is one example. During their training and while they are performing, the dolphins are rewarded often, usually with a fish, for carrying out certain behaviors. However, since these are all natural behaviors to begin with, the question is, who's training whom? Dolphins and whales are very intelligent creatures.

1. The killer whale is really a —

- Ⓐ dolphin.
- Ⓑ fish.
- Ⓒ porpoise.
- Ⓓ baleen whale.

2. Which of these statements is an opinion?

- Ⓕ All dolphins are whales.
- Ⓖ The killer whale is one of the most handsome beasts in the sea.
- Ⓗ Most dolphins are dull gray or all black.
- Ⓙ The blue whale is the largest living thing on Earth.

3. What are the two main kinds of cetaceans? Tell how they differ.

4. All dolphins are whales, but not all whales are dolphins. Explain.

Text 16 What did Alicia see in Washington?

A Letter from Washington, D.C.

Dear Grandma and Grandpa,

I promised to tell you all about our trip to the nation's capital, but I've been too busy to write! Our stay in Washington, D.C. has been really fun but totally exhausting. We're not going anywhere tonight, so I thought this would be a good time to write.

Today we went to the National Air and Space Museum, my favorite museum so far. Nick liked the Museum of Natural History better. You know how he loves dinosaurs! They have lots of fossils and dinosaur skeletons there. We also saw the Hope Diamond and lots of other beautiful gems. We spent the whole day there yesterday.

Well, I'd better back up and tell you about the things we saw before that. We got here Saturday night and went straight to bed at Aunt Ann's house. The next day we went to the National Zoo. It was raining, so we spent a lot of time looking at reptiles. (They're indoors!) That night we went to a concert with Aunt Ann, but Nick and I didn't like the music very much.

On Monday, we took an elevator to the top of the Washington Monument and got a great view of the city. We studied the map while we were up there so that we would have a better idea of where everything is. Our next stop was the Capitol. We took a tour of the building and saw the House of Representatives and the Senate. In the afternoon, we saw the Lincoln Memorial, the Vietnam Veterans Memorial, and the Jefferson Memorial. You can imagine how tired we were at the end of the day!

On Tuesday, we took a tour of the White House. Then we went to the Museum of American History. Later, we went to the Museum of African Art. Can you believe that just about all the museums here are free? It's so amazing. After supper, we walked in a sculpture garden and then sat on the grass eating ice cream and watching people fly kites. It was a beautiful day.

Tomorrow we're going to visit Mount Vernon in Virginia. That is where George and Martha Washington lived. Then on Saturday we're leaving Washington, D.C. We're going to drive to Assateague Island in Maryland. I'm really excited about seeing the wild ponies there! I'll tell you all about it.

Love,
Alicia

1. What kind of letter is this?

- Ⓐ a business letter Ⓒ an invitation
Ⓑ a thank-you note Ⓓ a friendly letter

2. Where did Alicia and her family go to get a good view of Washington, D.C.?

- Ⓕ the Washington Monument Ⓗ the Capitol
Ⓖ the Lincoln Memorial Ⓙ the Jefferson Memorial

3. Which museum did Alicia and her family go to first?

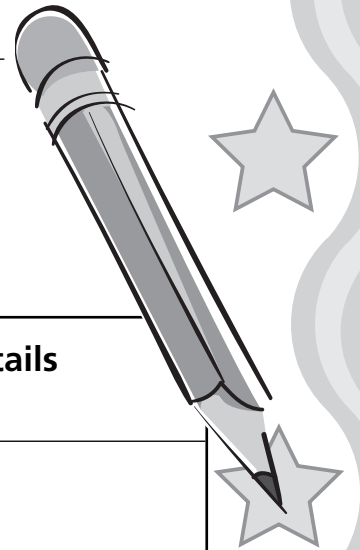
- Ⓐ the National Air and Space Museum
Ⓑ the Museum of Natural History
Ⓒ the Museum of American History
Ⓓ the Museum of African Art

4. Where did Alicia's family go on the day it rained?

5. What did Alicia and her family plan to see in Virginia and Maryland?

6. In the boxes on the left, write two words that describe Alicia. In the boxes on the right, give a detail from the letter to support each word you choose.

Words That Describe Alicia	Supporting Details



Text 17 Who is Fiona Walker, and what does she do?

A Kid Pages Interview

Fiona Walker is a naturalist. She works with fourth and fifth graders in an after-school nature program called Nature Web. We spoke with her about Nature Web and her work as a naturalist.

Q. *What is Nature Web?*

A. Nature Web is an after-school program developed by the McFarlane Nature Center. Our goal is to help students and their parents learn about the plant and animal life around them. A few years ago, we noticed that children seem to know a lot about the rain forest. But they don't know what lives in their own backyards! We want people to develop pride in their own towns. We hope they will want to protect the region's natural areas.

Q. *How can kids join Nature Web?*

A. We have Nature Web groups at 12 elementary schools. At those schools, any fourth or fifth grade student can sign up to be in a group.

Q. *What will the kids do after they join Nature Web?*

A. Each Nature Web group meets once a month with two naturalists from the center. The naturalists plan and lead an activity.

Q. *What kind of activities do you plan?*

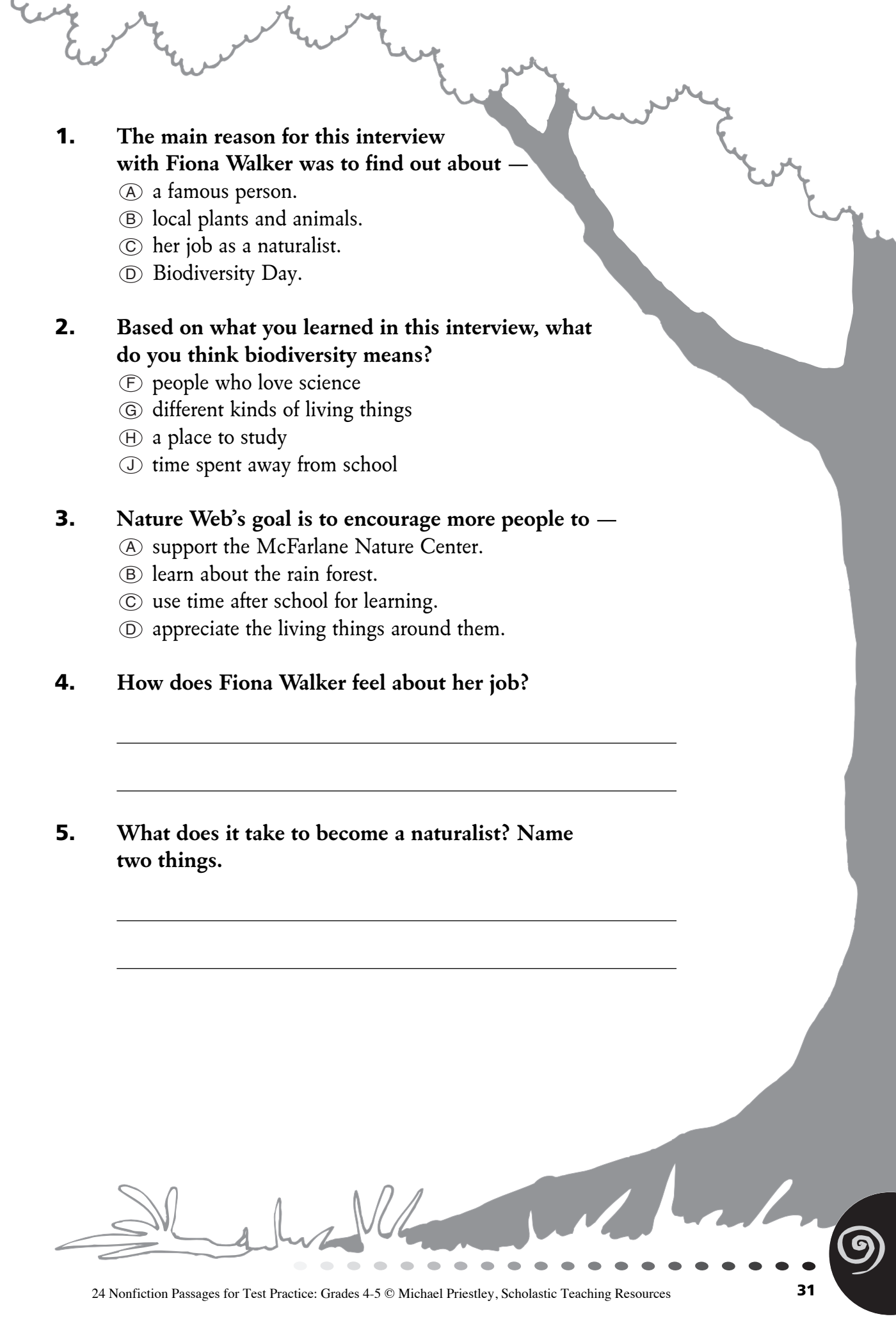
A. We do lots of different things. Often, we hike outdoors to identify wildlife. We explore swamps and wooded areas. We follow animal tracks in the snow. We learn to identify the calls of different birds. We use a microscope to look at life in a drop of pond water. At the end of every meeting we return to the school to talk about our findings.

Q. *Do you think the program has been successful so far?*

A. We've had some wonderful experiences. One of my favorites was Biodiversity Day. We wanted our students to discover how many different species live in one small area. One Saturday, we asked them each to spend two hours studying nature in their own neighborhoods. The idea was to write down every living thing they saw. One girl found 53 species in her own yard. They ranged from moss and ants to oak trees and squirrels.

Q. *Why did you decide to become a naturalist?*

A. I've always loved being outdoors. I'm curious about everything I see and hear. Really, anyone who loves nature and wants to learn as much as possible about it is a naturalist. I'm just lucky to have a job that lets me do what I love all the time.

- 
- 1. The main reason for this interview with Fiona Walker was to find out about —**
- Ⓐ a famous person.
 - Ⓑ local plants and animals.
 - Ⓒ her job as a naturalist.
 - Ⓓ Biodiversity Day.
- 2. Based on what you learned in this interview, what do you think biodiversity means?**
- Ⓕ people who love science
 - Ⓖ different kinds of living things
 - Ⓗ a place to study
 - Ⓙ time spent away from school
- 3. Nature Web’s goal is to encourage more people to —**
- Ⓐ support the McFarlane Nature Center.
 - Ⓑ learn about the rain forest.
 - Ⓒ use time after school for learning.
 - Ⓓ appreciate the living things around them.
- 4. How does Fiona Walker feel about her job?**
- _____
- _____
- 5. What does it take to become a naturalist? Name two things.**
- _____
- _____

Text 18 *What do you think about school uniforms?*

SCHOOL UNIFORMS?

Think Again!

At Tuesday's meeting of the school committee, Superintendent Russell made his position clear. He wants the children in our city's public schools to wear school uniforms.

"Uniforms make life easier for families," he said. Parents do not have to decide what kind of clothes to buy for school. And, it's easier to get ready for school each day.

"Uniforms help children feel better about themselves," he added. Children from families in need wear the same clothes as children from rich families. Uniforms make it easier for children of different backgrounds to make friends.

His suggestion sparked a lively debate. Two committee members, Stan Oakley and Mae Stokes, said they thought it was a good idea. Mr. Oakley suggested that the schools would look much neater. Children's behavior might even improve.

Others were not so sure. "Is there a problem now?" asked Gary Washington. "I wasn't aware that this was an issue."

Indeed, what is the issue? What problem is our superintendent trying to solve? Would children really feel better about themselves if they had to wear clothes that someone else picked out? Americans like to express themselves through their clothes. Uniforms can crush

**Uniforms make it
easier for children
of different
backgrounds to
make friends.**

creativity. Paying for uniforms might be hard for some families. They would have to pay for the uniform no matter what it costs. Then they would need to buy other clothes for their children to wear outside of school.

Mr. Russell has asked the school committee to vote for his plan. Clearly, this city is not ready to make a decision yet. We need more information. The school committee should interview students, parents, and teachers in towns that have school uniforms. They should do research to find out the cost of uniforms. Then they should hold public meetings to discuss their findings. It would be foolish to rush into a vote on this question.

- 1. Which sentence from the selection is a fact?**
- Ⓐ Uniforms help children feel better about themselves.
 - Ⓑ Americans like to express themselves through their clothes.
 - Ⓒ Mr. Russell has asked the school committee to vote for his plan.
 - Ⓓ It would be foolish to rush into a vote on this question.

- 2. Why does Superintendent Russell think school uniforms are a good idea? List two reasons.**

- 3. What is the writer's opinion of school uniforms? How can you tell?**

- 4. What action does the writer recommend?**

- 5. What is your own opinion on school uniforms? Give reasons for your opinion.**



Text 19 Which part of Africa was known as the Land of Gold?

Kingdoms of Gold: The Empires of West Africa

The kingdoms of West Africa are not nearly as well known as those of ancient Egypt and Nubia. Yet there was a time when rulers of this region were thought to be the richest kings in all the world. From about A.D. 300 to 1700, three great empires flourished in the lands just to the south of the Sahara Desert. These were the empires of Ghana, Mali, and Songhay.

The Empire of Ghana

Today, *Ghana* is the name of a West African country on the Atlantic coast. It was not part of the ancient empire of Ghana, though. The country of Ghana adopted the name in 1957 in honor of the ancient empire of Ghana.

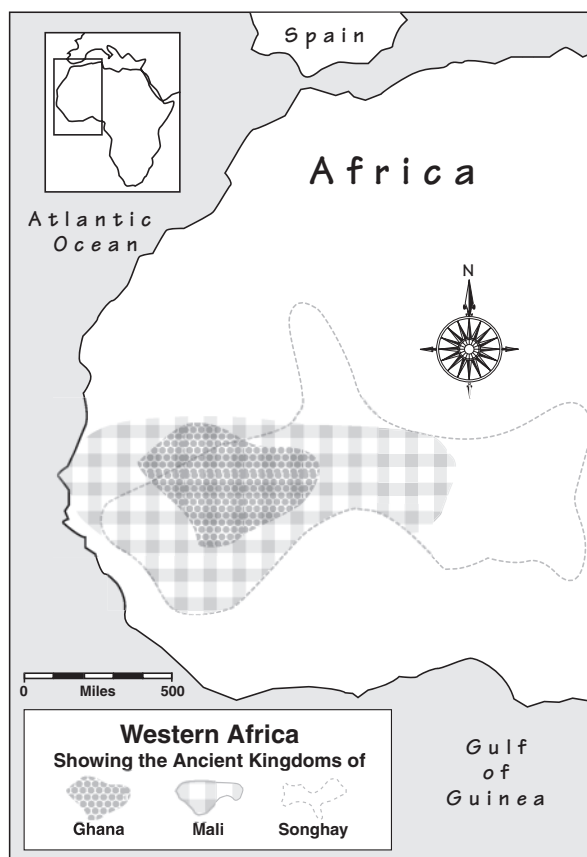
The word *Ghana* actually means “warrior-king.” It was a title given to the rulers of the Soninke people who called their homeland *Wagadu*. *Wagadu* was located at the edge of the Sahara Desert, far from the ocean.

The Soninke people were highly skilled in metal working. For many years they were the only people in the region who knew how to forge iron. This skill helped them become powerful. Metal tools made their farms more productive. One farmer could grow enough food for many people. This left more people free to follow other occupations. Many men became soldiers. Using metal swords and spears, they easily conquered rivals whose weapons were made of wood or stone.

As *Wagadu* grew in size and power, it became an important center of trade. The regions around it had a variety of

resources. The most important of these were gold and salt. Gold came from secret locations in the south. There was so much gold that the Ghana king had to control the supply carefully. Otherwise, it might become too common and lose its value.

Salt, on the other hand, was very scarce. Because people need salt to live, it was literally worth its weight in gold. Most of the salt came from the Taghaza mines in the Sahara Desert. Traders bringing salt through *Wagadu* had to pay a large tax in gold. The gold went to the king, who used it to keep the army and the government strong. *Wagadu* had so much gold that the first Arabic writer to write about it called it the *Land of Gold*.



Influence of the Arabs

By the year 680, powerful Arab armies had conquered most of North Africa. When they reached Morocco, they heard about a land of gold across the desert. They sent an army south to conquer it. The Arabs were surprised by the power of the Wagadu army. They decided it would be wiser to trade with these people than to fight them.

The people of Wagadu had no written language until the Arabs came. The earliest accounts of life in Wagadu were written by Arabs. They called the kingdom *Biland Ghana*, “the land of the warrior-king.” This was shortened to *Ghana*. That is why the first great West African kingdom is called Ghana rather than Wagadu.

1. In a social studies textbook, this article would most likely be included in a unit called —

(A) “The Age of Exploration.”
(B) “Ancient African Kingdoms.”
(C) “The Arab World.”
(D) “The History of Songhay.”

2. What did the word *Ghana* originally mean?

(F) a country on the Atlantic coast of Africa
(G) a country south of the Sahara Desert
(H) the people of Wagadu
(J) a ruler of the Soninke people

3. How did skill in forging iron help make the Soninke people powerful?

4. Why was salt so expensive? Give two reasons.



Text 20 Who was Chief Joseph?

“I Will Fight No More Forever”

The Nez Percé people lived for many centuries in the part of America we now call Oregon. In the 1800s, white settlers began pouring into that rich and beautiful land. The settlers wanted the land for themselves, and they had the United States Army to help them take it. A band of Nez Percé, led by Chief Joseph, fought hard for the right to stay on their land, but in the end they were defeated. In 1877, Chief Joseph surrendered to General Howard of the United States Army. His speech ended with these famous words:

Hear me, my chiefs! I am tired. My heart is sick and sad. From where the sun now stands I will fight no more forever.

Chief Joseph and the other survivors of his band were forced to leave their homeland. They were sent far away to reservations in Kansas and Oklahoma. Many died of sickness. Those who lived wanted desperately to go back home. In January 1878, Chief Joseph delivered a speech to a large gathering of United States officials and congressmen. He spoke through an interpreter.



There has been too much talking by men who had no right to talk. Too many misrepresentations have been made, too many misunderstandings have come up between the white men about the Indians. If the white man wants to live in peace with the Indian he can live in peace. There need be no trouble.

Treat all men alike. Give them all the same law. Give them all an even chance to live and grow. All men were made by the same Great Spirit Chief. They are all brothers. . . .

You might as well expect the rivers to run backward as that any man who was born free should be contented penned up and denied liberty to go where he pleases. . . .

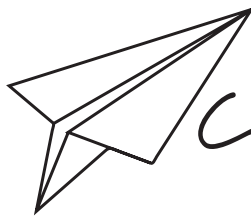
Let me be a free man—free to travel, free to stop, free to work, free to trade, where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself—and I will obey every law, or submit to the penalty.

- 1. The main purpose of Chief Joseph’s speech in January 1878 was to —**
- Ⓐ create misunderstandings between whites and Indians.
 - Ⓑ make the American people feel sorry for him.
 - Ⓒ persuade the U.S. government to let him return to his homeland.
 - Ⓓ teach white people about Indian religious beliefs.
- 2. Which sentence best expresses the main theme of Chief Joseph’s speech?**
- Ⓕ People who break laws cannot expect freedom.
 - Ⓖ Whites can live in peace with Indians if they respect them as equals.
 - Ⓗ A country’s laws are more important than individual people.
 - Ⓙ People with freedom to travel and work where they choose will obey the law.
- 3. What clue do you have that the U.S. government did not believe Chief Joseph when he said he would “fight no more forever”?**

- 4. Reread the sentence that begins, “You might as well expect the rivers. . .” What does Chief Joseph mean? Rewrite the sentence, using your own words to express the same idea.**

- 5. Reread the last paragraph of Chief Joseph’s speech. Do you think that what he is asking for is reasonable? Why or why not?**



Text 21 Which travel deal would you choose?

Crockett Travel Agency

1-800-555-7000

For your next vacation, book a fabulous trip with us!

Boston, MA

Stay at the Huntley Plaza in downtown Boston, walk the Freedom Trail, visit historic sites. You can even go to a Red Sox baseball game! Your children will have a ball! **\$179* per night**

Big Sky, MT

Hey, dude! Spend a week at the Big Sky Dude Ranch where you'll learn to ride horses, camp under the stars, and tend cattle. Now that sounds like fun! **\$89* per night**

Orlando, FL

Meet Mickey Mouse and play some golf! Spend your days at the theme parks and your nights at the show! Restaurants, beaches, fireworks—we've got it all! **\$185* per night**

Lake Tahoe, CA

See the most beautiful lake in America! Climb mountains, enjoy spectacular scenery and wildlife, and go mountain biking. Try the thrilling Alpine Slide. It's an experience you'll never forget! **\$199* per night**

New York, NY

See the Statue of Liberty, the Empire State Building, and Ellis Island! Watch a Broadway show and take a carriage ride through Central Park! You'll have the time of your life! **\$209* per night**

*All special rates are per room, based on double occupancy.

Offers not valid during holiday periods, July 1–6 and September 3–8.

1. Which place offers historic sites to visit?

(A) Boston

(C) Lake Tahoe

(B) Orlando

(D) Big Sky

2. If you go to Big Sky, Montana, you will —

(F) see a baseball game.

(H) see a Broadway show.

(G) play golf.

(J) ride horses.

- 3. This advertisement gives a special price for each trip. On which of these dates would the prices be different from the prices listed in the ad?**

Ⓐ June 28–29

Ⓒ July 20–21

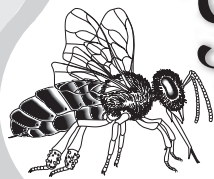
Ⓑ July 4–5

Ⓓ August 9–10

- 4. Which two places described in this advertisement focus on nature and doing things outside? Name the two places and describe what they offer.**

- 5. If you could choose one of these five places to visit, which would you choose, and why? Give at least two reasons.**



Text 22 What can we learn from bees?

Beekeeping Basics

Open a jar of golden honey. Spread some on a slice of toast. Take a bite and enjoy its special sweetness. There's nothing else quite like it!

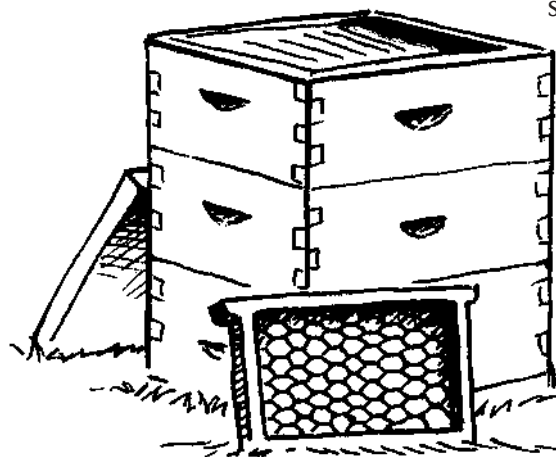
Where does honey come from? Bees make it, right? But wait! Bees are insects. They don't set up little factories for making honey and putting it in jars, do they? What's the real story behind the honey we eat?

Since ancient times, people have known that bees make a delicious, sweet food. To get it, people would search for a hive of wild bees and steal the honey. Then some people figured out that they could get honey more easily if they made hives for bees to live in. They became beekeepers.

The first hives were probably hollow logs or clay pots turned on their sides. Later, in about 1500, farmers in Europe began building straw beehives that looked like baskets turned upside down. Farmers from Europe brought honeybees with them to America in the 1600s.

Around 1850, an American beekeeper invented a better kind of hive called the *hanging movable-frame beehive*. It looks like a stack of boxes. Inside are wooden frames where bees build wax honeycombs for storing their honey. This is the kind of hive that most beekeepers use today.

The amazing thing about a beehive is how much it actually *is* like a little factory for making honey. Each hive is home to a colony of as many as 60,000 bees. A colony has one queen that lays eggs. Other bees have different jobs, such as building the honeycomb, keeping it clean, feeding the young, or making honey. Some bees are guards that protect the hive. If a guard thinks you are a danger to the colony, it will sting you.



Honey is made from *nectar*, a sweet liquid inside flowers. A bee sucks nectar from a flower and then brings it back to the hive. A wax-making bee places the nectar in a honey cell. Other bees add more and more nectar to the honey cell. The nectar is mostly water when it is first brought to the hive. "House bees"

fan their wings over the cell to remove the water. As the water evaporates, the nectar changes into honey. When the honey in a cell is ready, the bees cover it with a wax cap.

Beekeepers give the bees several months to fill the honeycombs in a hive. Bees must gather nectar from more than a million flowers to make just one pound of honey! When the honey is ready to harvest, beekeepers wear special clothes that cover their bodies completely. Otherwise, they would surely be stung many times as they pull frames filled with honey from the hive.

Using special tools, beekeepers can extract the honey without breaking the honeycomb. They do this so that the bees will not need to rebuild the honeycomb. When the beekeeper puts the frames back into the hive, the bees will start filling them with honey again.

No bee can make honey alone. It takes a large team of very hard workers to get the job done. We could learn a lot from these little creatures about working together and getting things done.

1. Beekeepers extract honey without breaking the honeycomb. What does extract mean?

- | | |
|--------------|----------|
| (A) take out | (C) make |
| (B) fill up | (D) eat |

2. How is a beehive like a factory?

3. List four steps in the making of honey.

1 _____

2 _____

3 _____

4 _____

4. Which sentence best states the main idea of this article?

- (F) Be careful around honeybees—they sting!
- (G) An American invented the best kind of beehive.
- (H) Honeybees are useful and interesting creatures.
- (J) Beekeepers have been around for a long time.



Text 23 *Can one accident lead to a life's career?*

How I Came to the Museum



One week before my seventh birthday, my sister and I were playing in the basement with a friend. Our older brother had installed a bar across a doorway for doing chin-ups. We were taking turns standing on a sturdy toy chest. We would leap off the chest, grab the bar, and swing for a moment before dropping to the ground. After each successful round, we moved the chest farther from the bar. I was the smallest one playing the game, so it's probably not surprising that I was the first one to miss the bar. My mother had just called us for lunch. I took one last flying leap as the others ran up the stairs. This time I landed face first on the hard floor.



I spent that afternoon in the dentist's office, where they pulled out bits of broken tooth and sewed up my torn gums. A few weeks later, I was fitted with a brand new pair of front teeth. I was very proud of them. I had lost my baby teeth before the accident, but my permanent teeth had not yet grown in. I saw myself with big grown-up teeth for the first time. I loved showing my friends how I could pop them in and out of my mouth whenever I wanted to.



As I got older, I began to realize just how lucky I was to be born in the 1950s instead of the 1750s. When we learned about George Washington at school, what I remembered best was that he had false teeth. I learned that his mouth looked funny in his portraits because his teeth were made of wood. They were very uncomfortable. They never fit quite right. This really got me thinking. What if I had lived back then? I came from a family of poor farmers, not presidents. What hope would I ever have had for a normal smile? My whole life could have been ruined by an accident at the age of six.



It's strange how one thing leads to another. I might have decided to become a dentist so that I could help others as I had been helped. Instead, I found myself thinking more and more about how people's lives are changed by inventions. My grandmother walked from her farm to a one-room schoolhouse when she was a child. There were no cars or buses to ride in. I went to a big school with different teachers for every grade. That was because modern buses could bring children to school from miles around. What other parts of our lives had changed because of inventions? I loved thinking about it.



When I went to college, I decided to study history. I soon tired of learning about governments, kings, and wars. I wanted to know about the everyday lives of ordinary people. That's when I discovered archaeology.

Archaeologists study buildings, tools, pottery, bones, and other objects from the past. They use them to figure out how people lived long ago. Some archaeologists work in the field, carefully digging up objects that have been buried for hundreds or even thousands of years. I prefer writing and talking about the things that other people have dug up. That's what I do as a museum curator. The exhibits I set up help visitors understand how people's lives have changed over time. I haven't set up an exhibit about the history of dentistry yet, but I probably will someday. I think about it every time I brush my teeth!

1. What kind of selection is this?

- (A) news story (C) autobiography
(B) how-to guide (D) editorial

2. What does the author of this article do in her job?

- (F) She fixes people's teeth.
(G) She digs up objects from the past.
(H) She invents things that change people's lives.
(J) She sets up museum exhibits.

3. Why was the author interested in George Washington's teeth?

4. Why did the author decide to study archaeology?

5. What kinds of things would you expect to see in an exhibit about the history of dentistry?



Text 24 Why did New York City need bridges?

BRIDGING THE GAPS IN New York City

New York City is the biggest, busiest city in the United States. But different parts of the city are separated by water. As the city grew, people needed to get from one part of the city to another. They needed bridges.

THE BROOKLYN BRIDGE

In the 1850s, an engineer named John Roebling designed a bridge that would cross the East River between Manhattan Island and Brooklyn. Long bridges in those days usually rested on a series of solid supports. But that kind of bridge would block ships. Roebling wanted to build a suspension bridge that hangs in the air. Thick cables suspended from two towers would hold the bridge up. Ships would be able to sail underneath.



Roebling had a hard time convincing people that the bridge would be safe. It would be much longer than any suspension bridge yet built. Finally, in 1869, Roebling's plans were approved. But he died suddenly before work began. His son, Washington Roebling, took over.

The most dangerous part of the job was sinking the foundations that would support the towers. Men worked deep under water in chambers called *caissons*. When they came up, they often experienced terrible pain. Many workers were crippled or even killed. Today, we know that people working deep under water need to come up slowly to let their bodies adjust to the change in pressure. But in those days, no one knew what caused the illness. Washington Roebling himself became too ill to leave his bed. He watched the progress of the bridge through his window.

In 1872, work on the towers began. The completed towers rose 276 feet above the water. Then thousands of thin steel wires were strung from Brooklyn to Manhattan and attached to the towers. Bundles of wire were wrapped together to make four main cables, each about 16 inches thick. This was the first time that steel cables had been used for a bridge. A roadway was hung from the main cables. Then extra cables were added for strength.

After 14 difficult years, the Brooklyn Bridge finally opened in 1883. It had a main span of 1,595 feet—the longest in the world. The roadway was 135 feet above the river. The bridge was not only a great feat of engineering, it was also a beautiful sight.

THE GEORGE WASHINGTON BRIDGE

After the success of the Brooklyn Bridge, people began to dream of a bridge connecting Manhattan with New Jersey. It would have to cross the Hudson River and would be longer than any bridge yet built. In 1925, an engineer named Othmar Ammann was given the job. His bridge would have a main span of 3,500 feet—more than twice that of the Brooklyn Bridge! It would arch 200 feet above the river. Each of its towers would stand 604 feet high. The steel cables would be three feet thick.

Work on the bridge began in 1927. It was completed just four years later. The George Washington Bridge was a wonder of engineering. It was thinner and more graceful than any suspension bridge built before. New York City had once again broken the record for the longest suspension bridge. And it was now home to two of the most beautiful bridges in the world.

- 1. Compared with the George Washington Bridge, the Brooklyn Bridge is —**

(A) taller. (C) longer.
(B) older. (D) heavier.

- 2. Name three things that are the same about the two bridges.**

- 3. Why do you think the Brooklyn Bridge took longer to build than the George Washington Bridge?**

Answer Key

1. A Soccer Superstar

1. A
2. H

2. Where Did We Get That Word?

1. B
2. H
3. It is about *eponyms*, or words that come from people's names.
4. He could eat while playing cards without stopping the game.
5. Bloomers are pants worn under a dress. They were first shown in a magazine edited by Amelia Bloomer, and reporters called the pants "bloomers."

3. Letter to Mr. Peralta

1. The purpose of the letter is to thank Mr. Peralta.
2. Mr. Peralta gives the weather report on TV.
3. Answers will vary. She wanted Mr. Peralta to tell her students about his job and to get them interested in studying the weather.

4. Secret Messages

1. GREETINGS!
2. D
3. A code gives special meanings to symbols or words; a cipher uses the regular meaning of words, but each letter is changed to something else.

5. The *Amistad* Sails Again

1. B
2. Answers will vary but should indicate that African slaves on board the ship rebelled and won their freedom.
3. They wanted to return to Africa, but they were not experienced sailors, and the ship's crew fooled them.
4. Answers will vary. They want people to understand what happened in 1839, they want to show how heroic the Africans on the *Amistad* were, or they want to remind people that the struggle for freedom never ends.

6. Get Ready for the Talent Show

1. C

2. There were too many lip-synch acts and they were too long. This year only six lip-synch acts can be in the show and each group must limit its time to five minutes.
3. F

7. Fighting Fires

1. B
2. Example: Men formed a line and passed buckets of water from a water source to the fire. Women and children formed another line to pass the buckets back.
3. In 1736, Benjamin Franklin convinced a group of people to form the Union Fire Company in Philadelphia.

8. On Being Yourself

1. A
2. J
3. You will probably be disappointed because there's always someone out there who is better than you are at something.
4. Example: The author uses *The Wizard of Oz* characters as examples of people who think they could be special if they only had certain qualities, but they learn that they already have these qualities and are already special.
5. Answers will vary but should focus on the writer's good points and why he or she is special.

9. Sequoyah

1. D
2. They were letters, books, documents, or sheets of paper with words on them.
3. H
4. Example: It enabled the Cherokee to record their own history.
5. The giant redwood tree and a national park were named after him.

10. The World of Harry Potter

1. D
2. The author of this review likes the book. You can tell because she says things like, "beautifully written," "you won't be disappointed," "very funny and imaginative," "will keep you reading long past your bedtime."

11. Franny's Journal

1. C
2. Answers will vary. The owner of the black dog was most at fault because he did not have control of his dog.
3. Franny felt awful, upset, or terrible; she felt that the incident was her fault; she felt guilty.

12. A Park in Danger

1. A
2. H
3. Examples: Construction of dams and canals has cut off the flow of water; use of fertilizer on farmland has polluted water in the Everglades.
4. The author is upset, or angry, or critical about the changes people have made, and she thinks people have made serious mistakes. You can infer the author's view from statements such as "done more harm than good" and the use of words such as "threaten."

13. How to Make a Swan

1. C
2. The dotted lines in the drawings show where to fold the paper.
3. J
4. Last, you should squeeze the bottom to crease it. This will help the swan keep its shape, or will keep the swan from unfolding.

14. A Hero for the World

1. B
2. H
3. Examples: He wasn't playing well. He was making a lot of mistakes. The Rangers were disappointed with his performance.
4. Examples: He has worked hard to become a great baseball player. He created the Sammy Sosa Foundation to help others less fortunate than himself. He helped his country when Hurricane Georges hit the Dominican Republic.

15. Whales and Dolphins

1. A
2. G
3. Toothed whales and baleen whales. The toothed whales have teeth. The baleen whales do not; instead they have large hanging plates called *baleen*.
4. There are two types of whales: toothed whales and baleen whales. All dolphins are toothed whales, but there are other toothed whales and baleen whales that are not dolphins.

16. A Letter from Washington, D.C.

1. D
2. F
3. C
4. the National Zoo
5. They were going to see Mount Vernon in Virginia and the wild ponies in Maryland.
6. Examples: Alicia is enthusiastic (or excited). She raves about how exciting everything is. She is honest. She admits that she did not like the music at the concert. She is appreciative. She enjoys the beautiful days, and she likes that the museums are free.

17. A Kid Pages Interview

1. C
2. G
3. D
4. She loves being a naturalist and feels lucky to have her job.
5. Examples: To become a naturalist you have to (1) love nature and (2) want to learn about it.

18. School Uniforms? Think Again!

1. C
2. Answers should include any two of the following reasons: Uniforms make life easier for families. Parents do not have to decide what kind of clothes to buy for school. It's easier to get ready for school each day. Uniforms help children feel better about themselves. Uniforms make it easier for children of different backgrounds to make friends.

3. Answers will vary but should suggest that the writer does not like the idea of school uniforms. The writer says that uniforms “crush creativity” and suggests other problems with uniforms.
4. Example: The writer recommends that the school committee gather more information and hold public meetings to discuss the issue before voting.
5. Answers will vary. Students should give their own opinions and support them with reasons.

19. Kingdoms of Gold

1. B
2. J
3. Answers will vary. They made iron tools for farming, which made their farms more productive. Because one farmer could produce food for many people, more men could serve as soldiers. The soldiers had metal weapons that could easily defeat their rivals who used wood or stone.
4. Example: People must have salt to live, and salt was scarce.

20. “I Will Fight No More Forever”

1. C
2. G
3. Example: The government would not let him return to his homeland even after he surrendered.
4. Example: People who are born free cannot be happy when they are forced to live in one place and are not allowed to go where they please.
5. Opinions and reasons will vary.

21. Crockett Travel Agency

1. A
2. J
3. B
4. Lake Tahoe offers beautiful scenery, mountain climbing, mountain biking, and an alpine slide. Big Sky offers camping and horseback riding.
5. Answers will vary. Students should choose one of the five places and give two or more reasons for their choice.

22. Beekeeping Basics

1. A
2. Examples: The work is done in steps; the bees all work together to make something that one bee could not make alone.
3. Answers will vary. Steps could include: build the honeycomb, gather nectar from flowers, put nectar into a honey cell, fan the nectar to evaporate the water, put a wax cap on the cell.
4. H

23. How I Came to the Museum

1. C
2. J
3. Answers should indicate that she was interested in George Washington’s teeth because she, too, had false teeth. The story of Washington’s teeth helped her realize how lucky she was to have good-looking, comfortable false teeth.
4. She was interested in how ordinary people lived long ago.
5. Examples: tools a dentist would have used long ago, wooden false teeth.

24. Bridging the Gaps in New York City

1. B
2. Examples: Both are suspension bridges; boats can sail underneath; at the time each was built, it was the longest suspension bridge ever built; both use steel cables; each connects Manhattan with a nearby community; both bridges are beautiful.
3. Answers will vary. The Brooklyn Bridge was the first long suspension bridge. Many people got sick while working on it. It was the first bridge to use steel cables. Building materials and techniques improved between the 1880s and the 1920s. People building later bridges learned from what people did before.