

Gold Mountain!



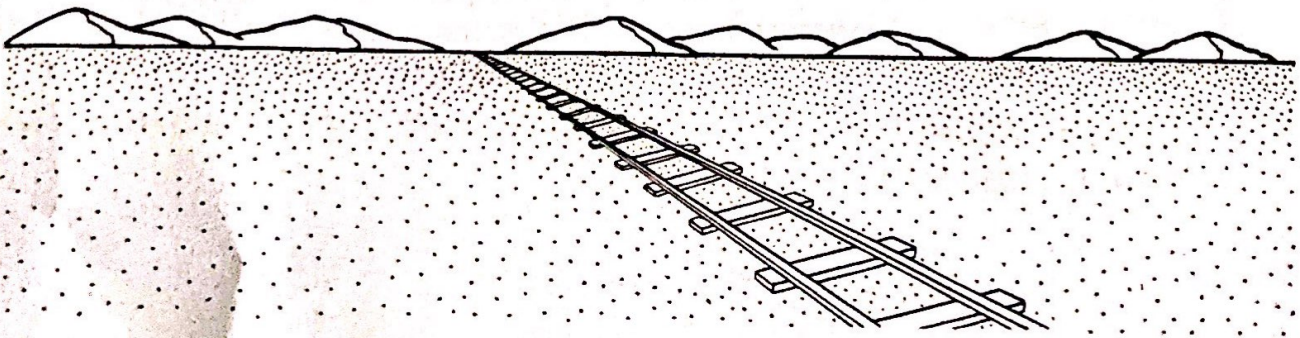
People in China heard stories. The stories were about California. They heard that California was a "Gold Mountain." They heard it was filled with golden rocks. The rocks were as big as oranges. Businessmen sent ads to China. The ads offered "free" tickets. The tickets were to men who were willing to work as gold miners.

There was a problem. It was with the "free" tickets. The tickets were not really free. Once in California, the Chinese workers would have to repay the businessmen. They would have to repay the price of the ticket plus extra money. It took a long time to repay the money. Often, it took eight to ten years! Still, many Chinese men came to work. They took up the offer of the "free" tickets. By 1851, 25,000 Chinese were prospecting for gold in California.

Why did so many people come? Life in China was not easy. There had been bad floods. There had been long droughts. A drought is a long time of dry weather. There were wars. The men wanted to make better lives. They wanted money for their families. Many men planned to return to China. They would return once they had made their fortunes. They thought they would make their fortunes prospecting for gold.

The men were crowded onto ships. Many men got sick on the trip. Many men died. They sailed far. They sailed 6,000 miles (9,600 kilometers). They sailed across the Pacific Ocean. It took a long time. It took two to three months. Once in California, the men worked hard. They prospected for gold. When the Gold Rush was over, some men went home. Others could not afford a ticket.

Some men went to work on the railroad. Over 12,000 Chinese men worked on the railroad. They worked hard. They worked for little pay. They helped build the first railroad to cross the country. Other men started small businesses. Others started small farms. One farmer grew citrus. He bred a special orange. The orange could resist frost. It was this frost-resistant orange that became the base of Florida's citrus industry!



Gold Mountain!



After reading the story, answer the questions:
Fill in the circle next to the correct answer.

1. Why might a worker take a "free" ticket even if he had to pay back the price of the ticket plus extra money?

- (a) The worker read the ad.
- (b) The worker planned to return to China.
- (c) The worker did not want to pay for the ticket.
- (d) The worker had no other way of getting a ticket.

2. This story is mainly about

- (a) ads sent to China
- (b) stories about gold
- (c) the California Gold Rush
- (d) workers who came from China

3. From the story, you can tell that

- (a) tickets back to China were not free
- (b) most oranges are grown in California
- (c) the stories about California were true
- (d) Chinese workers only knew how to prospect for gold

4. Over how many Chinese workers helped build the first railroad to cross the country?

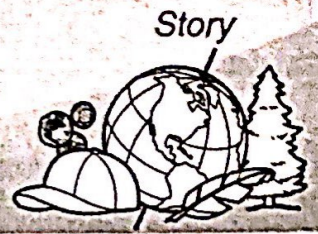
- (a) 6,000
- (b) 9,600
- (c) 12,000
- (d) 25,000

5. Think about how the word *drought* relates to *water*. What words relate in the same way?

drought : water

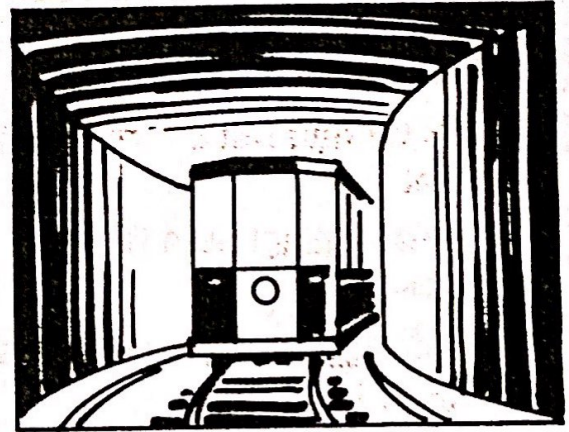
- (a) war : peace
- (b) sail : ship
- (c) prospect : gold
- (d) orange : citrus

An Amazing Ride



August Belmont signed a contract. The contract was to build New York's first subway. The year was 1900. Belmont opened his first subway line in 1904. More miles and lines have been added over the years. Today, New York's mass transit system has over 700 miles (1,120 km) of busy tracks. Millions of people ride it every day. Billions of people ride it every year.

Much of the mass transit system runs underground. It runs through tunnels. Today, we have special machines. They were invented to dig tunnels. These special machines had not yet been invented when the subway was first built. Men had to dig the tunnels by hand. It was very dangerous.



Some subway tunnels run under rivers. The men who dug these tunnels worked in dangerous conditions. The men were called sandhogs. One sandhog had an amazing ride. The sandhog's name was Marshall Mabey. The year was 1916. Mabey was working in a tunnel under the East River.

To get to work, Mabey first walked down four flights of stairs. Next, he walked down a passage. The passage went downhill. It was long. It was narrow. It was muddy. It ended under the river. There, Mabey entered an airlock. The airlock was an iron-walled room. Iron doors were on each end. The doors were sealed. Then, compressed air was pumped in. Air would be pumped in until the air pressure was the same as the pressure under the river. When Mabey was used to the change in air pressure, the doors on the tunnel side were opened. Finally, Mabey could exit.

One day there was a blowout. A tunnel wall broke. Compressed air began to escape. It blew out. It blew out like air escaping from a balloon. Mabey was sucked out of the tunnel. He was pulled through the river bottom. He was dragged through several feet of sand. Then, he was blasted to the river's surface. He was shot 40 feet (12 m) into the air on a geyser of water! Mabey was pulled alive but wet from the river and onto a boat after his amazing ride!

After reading the story, answer the questions.
Fill in the circle next to the correct answer.

1. Why weren't special digging machines used for the tunnels?

- (a) They were not needed.
- (b) They had not been invented yet.
- (c) They could not fit in the airlocks.
- (d) The danger of a blowout was too big.

2. What happened first after Mabey and the other sandhogs stepped into the airlock?

- (a) The doors were sealed.
- (b) Compressed air was pumped in.
- (c) The doors on the tunnel side were opened.
- (d) They got used to the change in air pressure.

3. This story is mainly about

- (a) a sandhog's ride
- (b) underground tunnels
- (c) mass transit systems
- (d) airlocks and how they work

4. Why was an airlock needed?

- (a) The airlock stopped blowouts.
- (b) Air needed to escape from under the river.
- (c) Compressed air needed to be pumped out of the tunnel.
- (d) Air pressure under the river was more than the surface air pressure.

5. Think about how the word *car* relates to *road*. What words relate in the same way?

car : road

- (a) sandhog : man
- (b) subway : track
- (c) air : pressure
- (d) tunnel : underground

Why They Could Be Bigger



Many Native Americans lived in tepees. Tepees were cone shaped. They had round bottoms and were pointed at the top. They were made by covering long poles with animal skins. Often, the animal skins were from buffalo. Tepees could be taken down and moved. They were good homes for nomadic Native Americans. Nomads do not have fixed homes. They wander from place to place.

Many Native Americans who lived on the Plains were nomads. They followed the wandering buffalo herds. Long ago, something happened. It made it so tepees could be bigger. What happened? The answer has to do with what a person can carry.

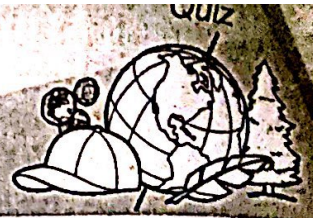
When people wandered from camp to camp, they had to carry their belongings. The Plains people used a travois. A travois was used to drag loads. Two poles were tied together. The poles often doubled as tepee poles. They were tied in a "V" shape. Then, they were attached to an animal's shoulders. The poles extended behind the animal dragging the load. A platform was made on the extended poles. All the people's belongings were placed on the platform.



Horses were first brought to the Americas by Spanish explorers. When the Native Americans began to use horses, it changed the way they lived. Before, they used dogs to drag their loads. Horses are bigger than dogs. They are stronger. Horses could carry more. They could carry more belongings. With horses, even big tepees could be moved. Tepees did not have to be small and light. They could be bigger than they were before.

Horses did more than change tepee size. Horses allowed more freedom to hunt. Large game like buffalo and deer were easier to get to. The game could be chased. Hunters did not have to wait for the game to come to them. Horses became so valuable that people had to take care they were not stolen. How did some warriors from the Crow tribe keep their valuable horses safe at night? They would run the horse's bridle under the tepee wall. They would hold the bridle while they slept!

Why They Could Be Bigger



After reading the story, answer the questions.
Fill in the circle next to the correct answer.

1. This story is mainly about

- (a) how nomads live
- (b) how a travois is made
- (c) how Native Americans hunted
- (d) how horses changed how some people lived

2. What did Native Americans use to pull their travois before Spanish explorers came to the Americas?

- (a) dogs
- (b) deer
- (c) horses
- (d) buffalo

3. Why would a nomad not make a house out of brick?

- (a) It would be too hard to move.
- (b) It would be more valuable than a tepee.
- (c) It would be too hard to make it round.
- (d) It would be hard to fit a horse's bridle under the wall.

4. Think about how the word *horse* relates to *bridle*. What words relate in the same way?

horse : bridle

- (a) deer : horns
- (b) dog : collar
- (c) animal : skin
- (d) buffalo : hunt

5. What statement is true?

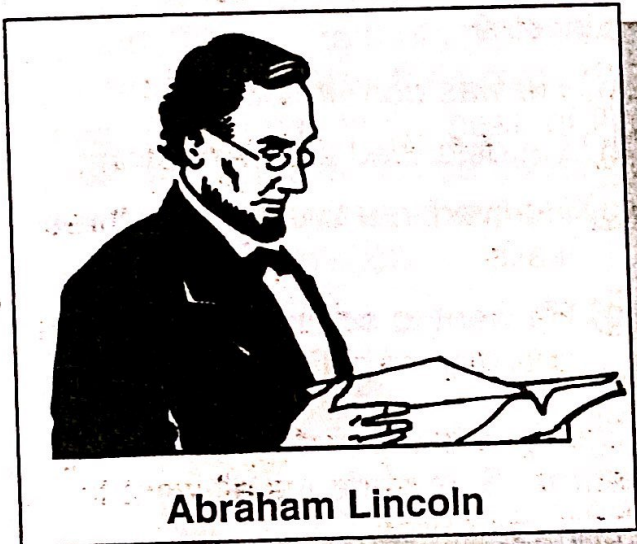
- (a) All Native Americans were nomads.
- (b) Some Native Americans were Spanish.
- (c) All Native Americans lived in tepees.
- (d) Some Native Americans had valuable horses.

How an Almanac Helped Lincoln

Story



In 1858, a friend came to Abraham Lincoln. The friend's son had been accused of murder. Lincoln's friend asked him to defend his son. Lincoln's friend said that his son had been falsely accused. Duff Armstrong, his son, had not committed a murder. He was not guilty. Lincoln took the case. He did not take any fees. He worked for free.



Abraham Lincoln

Eyewitnesses said they had seen Armstrong. They had seen him clearly. He had committed the murder. Lincoln reasoned with the jury. He spoke eloquently. When one speaks eloquently, one speaks very well. One stirs people's feelings. Lincoln used an almanac. An almanac is a yearly calendar with notes. The notes are filled with information. There are notes about coming events. There are notes about the weather and tides. There are notes about planting and harvesting.

Lincoln said that the eyewitnesses were wrong. They could not have seen Armstrong. They could not have seen the murder. How could Lincoln know this? The almanac listed moon cycles. The moon was not out the night of the crime! No one could have witnessed it clearly! Armstrong was acquitted. He was acquitted because the jury decided he was not guilty.

Lincoln was a good lawyer. He was a good lawyer because he worked hard. Lincoln had worked hard all of his life. He was born on February 12, 1809. He was born in a tiny log cabin in Kentucky. In 1816, he and his family moved to Indiana. They spent their first year in a shelter made of branches, grass, and mud. It only had three walls. They had to keep a fire going night and day to keep from freezing to death.

Lincoln's mother died, but his father remarried. His step-mother knew education was important. She sent Lincoln to school when she could. Add up all the days Lincoln went to school. He went less than one year in his whole life! Still, he did not let this stop him from learning. He went on to big things. He went on to become president of the United States!

How an Almanac Helped Lincoln



After reading the story, answer the questions.
Fill in the circle next to the correct answer.

1. This story is mainly about
 - (a) what an almanac is
 - (b) a murder that was committed
 - (c) the life and work of Lincoln
 - (d) how Lincoln spoke to the jury
2. From the story, you can tell that
 - (a) the murder took place at night
 - (b) the jury did not know what an almanac was
 - (c) Duff Armstrong had not been falsely accused
 - (d) one of the eyewitnesses committed the murder
3. Think about how the word *witnessed* relates to *seen*. What words relate in the same way?

witnessed : seen

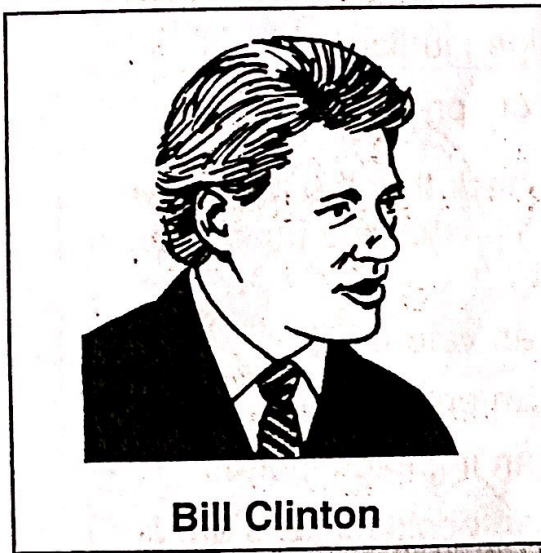
 - (a) decided : jury
 - (b) committed : read
 - (c) reasoned : spoke
 - (d) acquitted : freed
4. What fact is not true about Lincoln?
 - (a) He was born in Indiana.
 - (b) He defended Duff Armstrong.
 - (c) He lived in a shelter with three walls.
 - (d) He went to school for less than one year of his life.
5. The speaker talked about the big storm. She made us all want to help. She was _____.
 - (a) guilty
 - (b) accused
 - (c) eloquent
 - (d) committed

Checks and Balances



"We have three branches of government," said Aki. "We have the executive branch. We have the legislative branch. We have the judicial branch. The executive branch enforces laws. The legislative branch makes laws. The judicial branch decides if the laws are fair. I know the branches. But I do not know the system of checks and balances. What is it?"

Peg said, "The system of checks and balances makes sure no branch becomes too powerful. It keeps the powers balanced. For example, the president is elected. He or she is the head of the executive branch. But a president can be impeached. Judges can be impeached. Other government workers can be impeached, too. If one is impeached, one can be removed. One can be removed from one's job."



Bill Clinton

"The legislative branch is called the Congress. It is made up of two parts. One part is the House of Representatives (the House). Only the House can impeach someone. Once someone is impeached, the Senate holds a trial. The Senate is the second part of Congress. Only two presidents have been impeached. The House of Representatives impeached Andrew Johnson in 1868. It impeached Bill Clinton in 1998. The Senate held trials. Both men were found innocent."

Peg said, "I have one more example."

Congress makes laws. The laws are in a form of a bill. The bill is sent to the president. He or she can sign the bill into law. Or, he or she can veto it. If it is vetoed, it is sent back. It is not signed. If this happens, it is harder for the bill to become a law. Congress must vote again. But this time more of Congress has to vote for the bill. Two-thirds of both parts must vote for the bill. Before, only half of each part had to vote for the bill."

Aki said, "I liked your two examples. They helped me understand checks and balances. It is a good system. It balances the power between branches. It keeps each branch from getting more powerful than the other branches. It keeps our government in check."

Checks and Balances



After reading the story, answer the questions:
Fill in the circle next to the correct answer.

1. This story is mainly about
 - (a) the three branches of government
 - (b) checks and balances between branches
 - (c) how Congress can impeach the president
 - (d) how our government makes bills into law
2. Congress is part of the
 - (a) Senate
 - (b) judicial branch
 - (c) executive branch
 - (d) legislative branch
3. What statement is true?
 - (a) Some bills are vetoed.
 - (b) No vetoed bills are made into laws.
 - (c) All vetoed bills are made into laws.
 - (d) Some bills with less than half of each part of Congress's vote are made into laws.

4. Think about how the word *impeach* relates to *remove*. What words relate in the same way?

impeach : remove

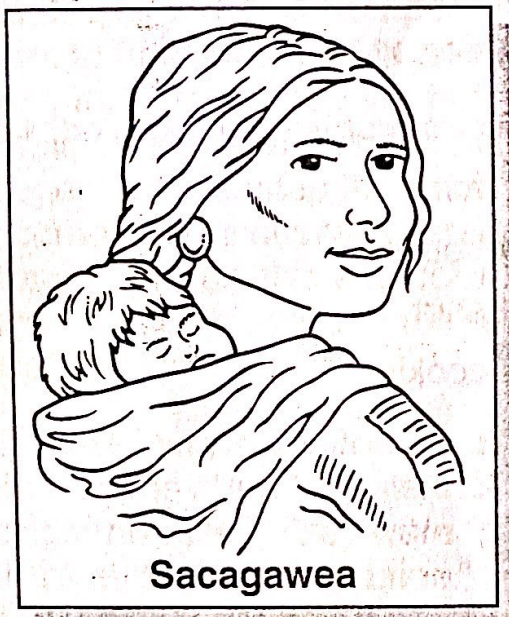
- (a) veto : not sign
 - (b) check : balance
 - (c) judge : judicial
 - (d) elect : president
5. One check that the legislative branch has on the judicial branch is that
 - (a) it can veto a bill
 - (b) it can enforce laws
 - (c) it can impeach judges
 - (d) it can decide if laws are fair

An Amazing Guide



The men were often hungry. Food was scarce. One lucky day, they shot an elk. They feasted on its meat. When the meat was gone, the men thought there was nothing left. They thought they would be hungry again. Their guide showed them how the remains of the elk were still valuable. Their guide showed them how a few more meals could be made. Who were the men? Who was the guide? What did the guide show them?

The men were explorers. They were on an expedition. Lewis and Clark led the expedition. The purpose of their expedition was to explore the Louisiana Territory. The Louisiana Territory was new land for the United States. It had been bought from France. From 1804 through 1806, Lewis and Clark made their way through the new land. They started in St. Louis. They went all the way to the Pacific Ocean.



Sacagawea

A young woman helped Lewis and Clark. Her name was Sacagawea. Sacagawea was a Shoshone, a type of Native American. Some other Native Americans kidnapped Sacagawea. They were from the Hidatsa tribe. They raised Sacagawea as a member of their own tribe. Later, Sacagawea was traded to a French man. Lewis and Clark hired this man to help the expedition. Sacagawea went with this man on the expedition. The truth is that it was Sacagawea who gave the most valuable help. She was an amazing guide.

She helped the men find food. She found edible plants. When something is edible, it can be eaten. She found edible roots and berries. She showed the men how to use what they had.

This is what she did with the elk remains. The men thought there was nothing left because the meat was gone. Sacagawea showed them how the bones could still provide a few meals. She broke open the bones and scraped out the marrow. Marrow is soft and edible. It is inside bones. The men ate the marrow. Sacagawea still was not done. She boiled the bones the marrow had been scraped from. She extracted grease from them. When you extract something, you get it out.

An Amazing Guide



After reading the story, answer the questions.
Fill in the circle next to the correct answer.

1. This story is mainly about

- (a) Sacagawea
- (b) bone marrow
- (c) Native Americans
- (d) the Louisiana Territory

2. Who kidnapped Sacagawea?

- (a) a French man
- (b) Lewis and Clark
- (c) Hidatsa Native Americans
- (d) Shoshone Native Americans

3. What answer is in the correct order?

- (a) an elk is shot, bones are broken open, meat is eaten
- (b) an elk is shot, grease is extracted, bones are boiled
- (c) bones are broken open, marrow is scraped out, bones are boiled
- (d) marrow is scraped out, bones are broken open, grease is extracted

4. Think about how the word *valuable* relates to *worthless*. What words relate in the same way?

valuable : worthless

- (a) scarce : plentiful
- (b) guide : expedition
- (c) traded : extracted
- (d) amazing : kidnapped

5. What answer is something edible?

- (a) a book
- (b) a house
- (c) a shirt
- (d) a cookie

Around the World

Story



The men were starving. Only one thing was left. It was smoked penguin meat. The smoked penguin meat was rotten. Worms crawled in and out of it. Worms had crawled and bred in other places, too. They were in the men's clothes. They were in all the leather goods on the ship.

The men were with Ferdinand Magellan. On September 20, 1519, Magellan sailed from Spain. He had a fleet of five ships. He had 270 men. His goal was to sail around the world. At that time, few people believed that the world was round. How could many people know the world was round? No one had traveled around the world. There weren't any pictures. Few people could read. The few maps that existed were often wrong.

Magellan was sure the world was round. He wanted to prove it. He wanted to find trade routes. He did not want to turn around. Magellan's men grew more frightened the further they went. One ship went back before Magellan could stop it. Unfortunately, it carried many supplies. Magellan would not allow this setback to stop him. He continued with the rest of his fleet.



One man wrote about the lack of food. He said they "ate biscuits that were no longer biscuits." They were "powder of biscuits, swarming with worms. They stank strongly of rat's urine." He wrote, "Rats were sold for half a ducat apiece, and even so, we could not always get them." The man also described men with gums so swollen "they could not eat and they died of hunger." If one of these men did try to eat, his teeth fell out.

We know today that the swollen gums and loss of teeth was the result of scurvy. Scurvy occurs when one doesn't get enough vitamin C. Vitamin C is found in fresh fruits and vegetables. Unfortunately, Magellan died before he could complete his voyage. He was killed on April 27, 1521, in the Philippines. On September 6, 1522, what was left of Magellan's fleet arrived back home. There was only one ship. There were only 18 men. They had traveled around the world.

Around the World



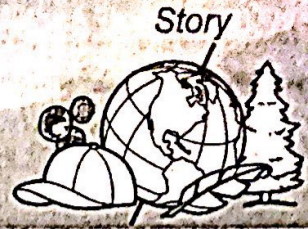
After reading the story, answer the questions.
Fill in the circle next to the correct answer.

1. This story is mainly about
 - (a) Magellan's fleet of ships
 - (b) Magellan's men and what they ate
 - (c) Magellan's trip around the world
 - (d) Magellan's knowing the world was round
2. Why did the men get scurvy?
 - (a) They did not have any fresh fruit.
 - (b) There were not enough rats to eat.
 - (c) The biscuits were crawling with worms.
 - (d) The ship with many supplies went back.
3. Think about how the word *fleet* relates to *ship*. What words relate in the same way?

fleet : ship

 - (a) dog : pack
 - (b) herd : cow
 - (c) bird : nest
 - (d) sheep : lamb
4. How many men did Magellan start out with?
 - (a) 5
 - (b) 18
 - (c) 270
 - (d) 1522
5. From the story, you can tell that Magellan's men
 - (a) had vitamin C
 - (b) bought rats to eat
 - (c) all knew the world was round
 - (d) paid half a ducat for penguins

House Whys



Amsterdam is a city in the Netherlands. There are lots of canals in the city. The canals are filled with water. Between 1550 and 1750, lots of houses were constructed in Amsterdam. The houses were all tall. They were all narrow. They were built tightly packed together. Why were the houses constructed this way at that time?

People wanted their houses next to canals. At that time, the canals served the city for roads. Builders could fit many houses along a canal if the houses were narrow and tightly packed together. Houses were tall and narrow for another reason. Everyone had to pay taxes. They had to pay what the government said. The government charged by how much space one's house took up along a canal. It did not charge by height. It charged by width. Wide houses along the canal paid higher taxes than narrow ones.



Some traditional homes in South-Central China in South-Central China were built with tall, steeped gables. The gables were made with clay bricks. The bricks were baked and covered in plaster. Then, they were topped with clay tiles. The gables were tall and steep. They were built at the end of the roof. Why did these traditional homes have such tall, steeped gables at the ends of their roofs?

Traditional homes were built very close together. There was not much space between them. Fire could easily spread from one house to another. The tall, steeped gables acted as barriers. They were constructed as fire barriers. They helped stop spreading house fires.

Some traditional homes are built without windows. They have only one door. The door always faces one way. These homes are constructed in Bolivia. Why are they built this way? The houses are on high plateaus. Cold mountain air blows across the plateaus. It mostly blows one way. People need to stay warm. Cold air can come in doors and windows. The houses are built without windows so they will stay warm. The only door does not face the wind. It is built so cold air cannot blow in.

House Whys



After reading the story, answer the questions.
Fill in the circle next to the correct answer.

1. Where are traditional homes with only one door constructed?

- (a) China
- (b) Bolivia
- (c) Amsterdam
- (d) Netherlands

2. This story is mainly about

- (a) how some people stay warm
- (b) how some taxes are charged
- (c) how some fire barriers work
- (d) how some houses are constructed

3. A fence, wall, or other thing that blocks the way or keeps one from going on is a

- (a) canal
- (b) gable
- (c) barrier
- (d) plateau

4. From the story, you can tell that most probably

- (a) big and small houses have the same taxes today
- (b) fire was a danger long ago in south-central China
- (c) it gets very warm on the mountain plateaus of Bolivia
- (d) all the canals in Amsterdam have been made into roads

5. Think about how the word *wide* relates to *narrow*. What words relate in the same way?

wide : narrow

- (a) plateau : flat
- (b) construct : build
- (c) traditional : new
- (d) government : taxes

Why a Nickel and Not Five Pennies?



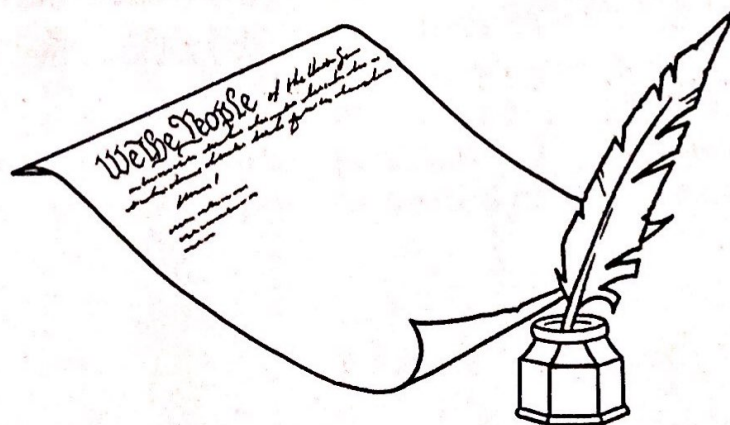
"I will give you a nickel," said Bena to Will. "All you have to do is tell me who I am thinking of. I am thinking of a man. He made our country twice as big. In 1803, he had the United States buy some land from France. The land stretched from the Mississippi River to the Rocky Mountains. It was called the Louisiana Territory. The purchase of the Louisiana Territory doubled the size of our country."

"He got rich farmland and great forests," Bena continued. "He got the port of New Orleans. The port of New Orleans was where the Mississippi River opened onto the Gulf of Mexico. It was an important port for trade. Some people did not want him to buy the land. They did not care that the purchase doubled the size of our country. One senator said, 'It will be the greatest curse that could ever befall us.'"

"A nickel," Bena continued, "will go to you if you can tell me the man who wrote, 'We hold these truths to be self-evident, that all men are created equal.' These words are part of our Declaration of Independence. The man I am thinking of wrote those words. He wrote much of the Declaration of Independence."

"A nickel," said Bena. "A nickel if you can tell me the name of the third president. Our third president liked to design things. He designed his home. He called it Monticello. You see his home all the time. Now, tell me the name. Who am I thinking of? Tell me. You will not get five pennies. You will get a nickel."

Will started to laugh. "Five pennies are equal to one nickel. But I know why you want me to have a nickel. The nickel has the answer. Thomas Jefferson is on the front of the nickel. Thomas Jefferson was our third president. He purchased the Louisiana Territory. He helped write the Declaration of Independence. He designed Monticello. And yes, I have seen his home. It is on the back of many nickels!"



Why a Nickel and Not Five Pennies?



After reading the story, answer the questions.
Fill in the circle next to the correct answer.

- When Jefferson wrote the words "all men are created equal," he wrote them
 - for the nickel
 - for Monticello
 - for the third president
 - for the Declaration of Independence
- When you purchase something, you
 - buy it
 - get land
 - design it
 - double its size
- This story is mainly about
 - a nickel
 - the president
 - Thomas Jefferson
 - the Louisiana Purchase
- If the senator who said the Louisiana Territory purchase was "the greatest curse that could ever befall us" were alive today, he would most probably
 - say it had been a good purchase
 - stop New Orleans from being a port
 - tell us we should sell it back to France
 - think the United States should not have a president
- Think about how the word *penny* relates to *nickel*. What words relate in the same way?

penny : nickel

 - nickel : dime
 - nickel : quarter
 - nickel : one dollar
 - nickel : five dollars

The Escape

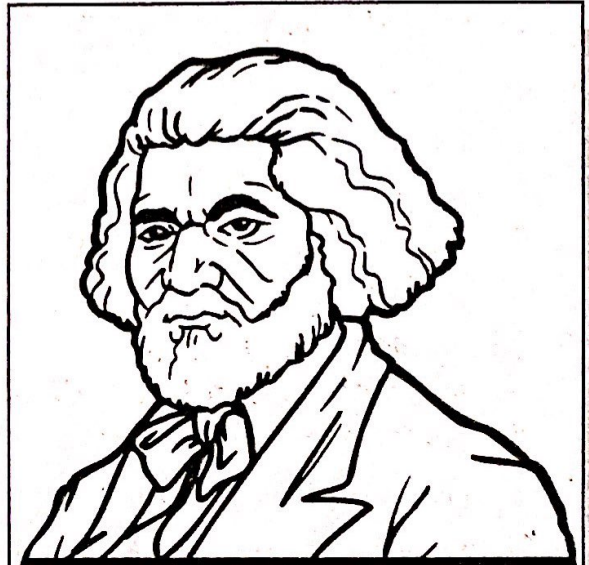
Story



Frederick Douglass was determined to escape. He had been a slave all of his life. He had never known his father. He had rarely seen his mother. He had worn nothing but a long shirt until he was ten years old. He had starved while his white masters feasted. During one time of his life, he was beaten every day.

Life had gotten a little better for him when he was sent to Baltimore. He was given more food. He was given better clothes. The wife of the man he worked for gave him a few lessons on how to read. Then she was told it was against the law to teach a slave to read. She stopped her lessons, but it did not stop Douglass. He was determined to learn how to read.

In secret, he copied letters from a spelling book. He practiced writing the letters on his own. He picked up discarded newspapers. When something is discarded, it is thrown away. The newspapers were old and dirty, but still Douglass tried to read them.



Frederick Douglass

In 1838, Douglass borrowed a set of seaman's papers. The papers were from a free, retired black sailor. At that time, free blacks had to carry papers. Otherwise, they would be arrested as runaway slaves. It was the law. The retired sailor's name and description were on the papers. The name and description did not match Douglass. Still, he was determined to try to escape.

Douglass dressed like a sailor. He jumped on a train just as it was pulling out of the station. He told the conductor that he had not had time to buy his ticket. The car for black passengers was very crowded. The conductor was in a hurry. He asked for Douglass's papers. Douglass boldly showed the borrowed sailor's papers. The conductor barely looked at them. He gave Douglass a ticket so he could get to the other passengers. After his escape, Douglass wrote a book about his life. He spoke against slavery. He started his own newspaper. He was a great American.

The Escape



After reading the story, answer the questions.
Fill in the circle next to the correct answer.

1. When did Douglass escape?

- (a) 1836
- (b) 1837
- (c) 1838
- (d) 1839

2. The sailor Douglass borrowed the papers from was retired. What does this mean?

- (a) The sailor was free.
- (b) The sailor no longer worked as a seaman.
- (c) The sailor could not be arrested as a runaway slave.
- (d) The sailor did not have to sit in the car for black passengers.

3. This story is mainly about

- (a) being a slave
- (b) a great American
- (c) learning how to read
- (d) papers slaves carried

4. What is most probably the main reason it was against the law to teach slaves to read?

- (a) Slaves would want books.
- (b) Slaves could find their fathers.
- (c) Slaves would read instead of work.
- (d) Slaves could more easily find out what was going on and let others know.

5. Think about how the word *discarded* relates to *kept*. What words relate in the same way?

discarded : kept

- (a) old : dirty
- (b) train : ticket
- (c) law : arrested
- (d) starved : feasted