



GRADE

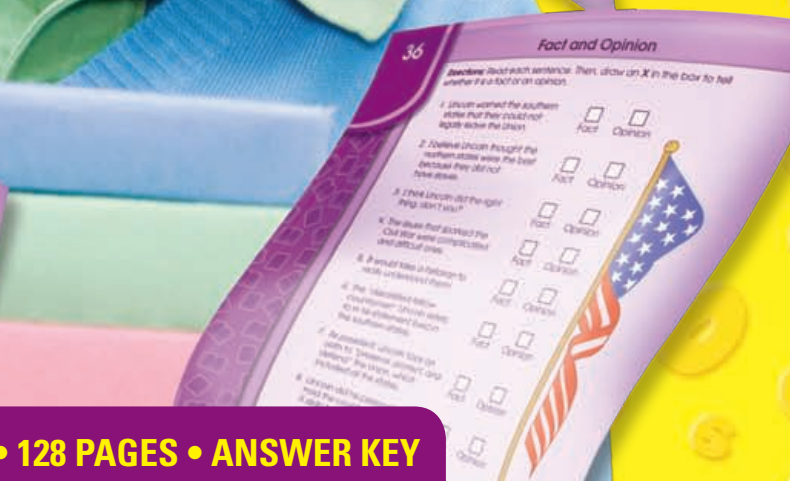
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Reading Comprehension



SKILLS

- Recalling Detail
- Fact & Opinion
- Making Inferences
- Using Prior Knowledge
- Main Idea
- Generalization
- Comparing & Contrasting
- Giving Directions
- Creative Writing



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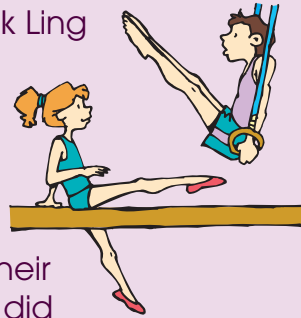
Comprehension: History of Gymnastics

Gymnastics were first performed in ancient Egypt with acrobatics. By the 2nd century B.C., a sport called *bull leaping*, which involved gymnastic moves, had become popular in Crete. Men and women alike would compete in the sport by running toward a charging bull and then using its horns to propel themselves into the air. They would complete various flips and stunts before landing on the bull's back.

The Greeks spent much time participating in gymnastics. They believed that one not only had to have a strong mind but also a strong body.

In the early 1800s, the German Friedrich Ludwig Jahn developed a set of exercises that utilized several immobile pieces of equipment designed to improve self-discipline and strength. These exercises became very popular, and today, Jahn is known as the father of modern gymnastics.

About the same time, Swedish gymnast Pehr Henrik Ling developed a program that placed emphasis on coordination and rhythm through the use of hoops, balls, and clubs. This program was widely used by the Swedish people.



When German and Swedish immigrants came to the United States in the 19th century, they brought their love of gymnastics with them. However, gymnastics did not reach popularity in the United States until the mid-1900s.

Directions: Answer these questions about the history of gymnastics.

1. What were the accomplishments of Jahn and Ling in the field of gymnastics?

2. What were some uses for gymnastics in ancient cultures?

Recalling Details: Floor Exercises

Have you ever seen gymnasts perform? Their grace and strength are beautiful to see! Good gymnasts make their activities look easy—they never sweat or strain. In reality, it takes enormous strength, ability, and flexibility to perform as a gymnast.

At a gymnastics competition, male athletes perform these activities: floor exercises, pommel horse, rings, vault, parallel bars, and horizontal bar. Female athletes perform vault, balance beam, floor exercises, and uneven bars. Among these, floor exercises require the most grace and creativity.

Floor exercises are performed in an area that is 39 feet long by 39 feet wide (12 meters by 12 meters). Each gymnast must stay within these lines. If so much as a toe strays outside the area, the judges deduct points from the gymnast's score.

The performance, called a *routine*, usually must last only 50 to 70 seconds. Each gymnast's routine must include certain jumping and tumbling activities, or moves. Among these are somersaults, jumps, and backward and forward handsprings. Each move must lead naturally into the next so that the routine looks like it flows together instead of a series of random hops and leaps. Music helps set the pace for each gymnast's routine. Because each gymnast chooses different music, it also helps to make each routine distinctive.



Directions: Answer these questions about gymnastics.

1. Name three skills good gymnasts must possess.

2. A gymnastic performance is called a

stunt. competition. routine.

3. Which is not part of a floor routine?

jumps rings handsprings

Using Prior Knowledge: Gymnastics

Directions: Based on what you have read and what you already know, answer these question about gymnastics.

1. Which three abilities do you believe a gymnast must have to be successful?



2. Compare and contrast gymnastics with another sport.

3. Is gymnastics a sport of strength? Why or why not?

Fact and Opinion

A **fact** is information that can be proven true. An **opinion** is information that tells how someone feels or what he or she thinks about something or someone.

Directions: Read each sentence. Then, draw an **X** in the box to tell whether it is a fact or an opinion.

1. Gymnasts are the most exciting athletes to watch! Fact Opinion
2. Because their sport requires all-over body strength, gymnasts must have very strong arms and legs. Their stomach muscles and the muscles in their feet must also be in good condition. Fact Opinion
3. To do handstands, gymnasts must support the weight of their upside-down bodies by holding their hands flat and their arms straight. Their legs must be pointed straight up. Fact Opinion
4. With a little practice, I think anyone could learn to do a handstand. Fact Opinion
5. A somersault is more difficult than a handstand. Fact Opinion
6. A somersault requires starting and stopping from a standing position after making a 360-degree turn in the air. Fact Opinion
7. I'll bet not many people can do a good somersault! Fact Opinion
8. Some of the different kinds of somersaults are backward somersaults, sideways somersaults, and something called a *bent* body somersault. Fact Opinion



Comprehension: Nastia Liukin

Nastia Liukin was born in 1989 in Moscow, Russia. When she was two years old, she moved to the United States with her parents, both former champion gymnasts. She and her family moved to New Orleans before settling in Texas.

Nastia began gymnastics at age three. She would often hang around the gym with her parents, who were coaches, and showed a talent for the sport at an early age. Nastia began senior competition in 2005, when she won her first National Championships competition and earned gold medals on the uneven bars and balance beam.

In 2008, the Summer Olympics were held in Beijing, China. Nastia competed in balance beam, uneven bars, floor exercise, and vault, earning a gold medal with a clean performance in all four events. Her performance on the uneven bars earned her the highest score in the entire Olympic games that year. Overall, she earned a total of five medals at the Beijing Olympic games.



Directions: Answer these questions about Nastia Liukin.

1. List two accomplishments of Nastia Liukin. _____

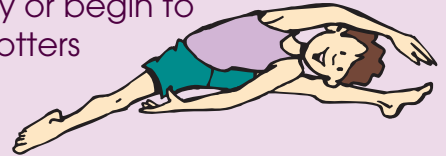
2. In a short paragraph, summarize Nastia's career. _____

Comprehension: Warming Up

Because no bats, racquets, or balls are used, some people mistakenly believe that gymnastics is not a dangerous sport. Although major injuries don't happen often, broken legs—as well as broken necks and backs—can occur. The reason they don't happen frequently is that gymnasts follow safety rules that help prevent accidents.

One thing gymnasts are careful to do every time they practice their sport is to first warm up their muscles. Warm-ups are exercises that gently stretch and loosen the muscles before subjecting them to tension and strain. Warm-ups help the muscles gradually expand and stretch so they move efficiently during vigorous exercise. Without a warm-up of 15 to 30 minutes, it's possible that unworked muscles will be dangerously pulled or strained. Because a muscle injury can interfere with, or even stop, an athlete's performance, experienced gymnasts never skip or rush through their warm-ups.

Another thing gymnasts do to help prevent accidents is to use spotters when they practice. Spotters are people, usually other gymnasts, who stand beside gymnasts when they are practicing new movements. If gymnasts twist the wrong way or begin to fall, spotters grab them to prevent injury. Spotters also often offer helpful advice and instant feedback on gymnasts' performances.



Directions: Answer these questions about gymnastics.

1. Name two things gymnasts can do to prevent accidents.

2. Name three things spotters can do to help gymnasts.

3. Which is not a good length of time for a gymnast to warm up?

five minutes 15 minutes 30 minutes

4. Which is the injury most likely to happen to a gymnast?

broken leg broken back pulled muscle

Comprehension: The Rings

When gymnastics became popular at the beginning of this century, ring moves requiring great strength were the most admired routines. Half a century later, after World War II, ring routines grew to include swinging moves as well. Today, performance on rings is divided into two categories.



The first category includes moves that emphasize strength, such as holding the legs out straight while pushing the body up with the arms. In the second category are swinging moves which display quick and graceful movement. Russians were the first gymnasts to perform a swinging move on rings. Their performance of the wheel—a full body flip—at the 1952 Olympics met with tremendous applause.

As with floor exercises, pommel horse, vault, parallel bars, and horizontal bar, mastery of the rings requires a lot of practice. The final goal of all gymnastics routines is to combine a variety of moves into a performance that shows strength, flexibility, and creativity.

Directions: Answer these questions about gymnastics.

1. Compare ring moves at the turn of the century to ring moves after World War II.

2. Compared to the Russians, what did the other gymnasts at the 1952 Olympics lack?

3. Which moves are in the second category of ring moves?

4. Name six types of gymnastic activities.

Comprehension: Ring Moves

Gymnasts who excel at ring moves must have very strong arms and shoulders. However, gymnastics coaches warn against weightlifting as a way to prepare for using the rings. Why? Because ring moves require a delicate combination of balance, coordination, and strength. Muscular strength alone is not enough. Coaches say those who first build their muscles weightlifting tend to rely too much on strength and not enough on balance. As a result, their ring performances are not very graceful.

When doing ring moves, gymnasts must support their entire weight with their arms. If you think this is easy, try doing 10 chin-ups in a row on monkey bars. After the third one—if you get that far—you will become a respectful admirer of the ring event.

An especially difficult ring move is the wheel. While hanging from the rings, the gymnast turns his body in a full 360-degree circle—a slow flip. Another difficult move is the hang swing out. In this move, the gymnast gets in a handstand position on the rings, then swings down and out by bending and stretching his hips.

At the end of a ring routine, which includes several moves, a gymnast often gets off the rings via a somersault dismount. As he hits the peak of the upward movements of a forward swing, he does a somersault in the air before landing with both feet on the floor. The somersault dismount provides a dramatic conclusion to a gymnast's amazingly graceful show of strength and coordination.



Directions: Answer these questions about ring moves.

1. Why do coaches warn against weightlifting for ring moves?

2. Which ring move requires a gymnast to turn in a 360-degree circle?

3. In the hang swing out, the gymnast first

gets in a handstand position.

gets in a wheel position.

Fact and Opinion

Directions: Read each sentence. Then, draw an **X** in the box to tell whether it is a fact or an opinion.

1. Gymnastics is probably the world's most exciting sport.

Fact

Opinion

2. Floor exercises in gymnastics include such moves as the swan dive to a forward roll, back handspring, forward handspring, the round off, and the backward roll to a handstand with a twist.

Fact

Opinion

3. These sound very complicated to me!

Fact

Opinion

4. Moves used on the rings include the basic hand swing, the forward hang turn, the forward swing uprise, and something called *the planche*.

Fact

Opinion



5. Whew! I'll bet the planche is really hard!

Fact

Opinion

6. On the horizontal bar, gymnasts learn to do something called *the kip* and *the Hecht dismount*.

Fact

Opinion

7. My guess is the Hecht dismount is done when the gymnast gets off the bar.

Fact

Opinion

8. If you're a scaredy cat, that is probably your favorite move!

Fact

Opinion



Making Inferences: Comparing Exercises

Directions: Read each paragraph. Then, answer the questions.

1. The rings and floor exercises in gymnastics require different kinds of skills. The most obvious difference between the two is that the feet touch the floor in floor exercises.

What do the feet touch in a ring event?

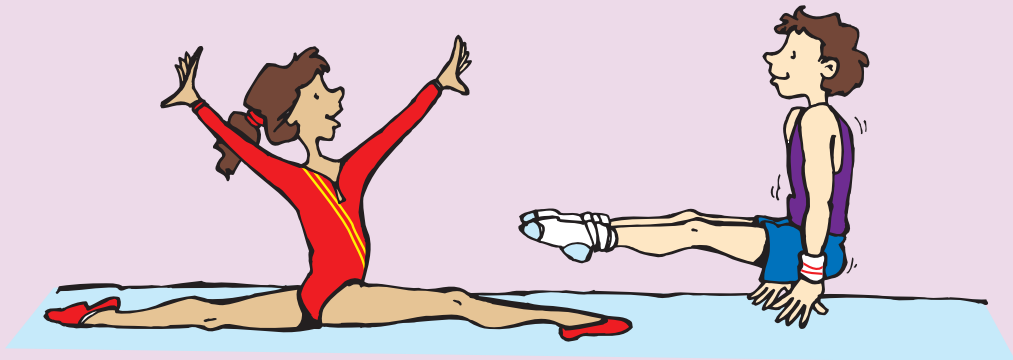
2. Both floor exercises and rings require graceful movement and the ability to move smoothly from one move to another. Ring moves require great strength in the arms and shoulders. Floor exercises require the gymnast to be sure-footed.

Do floor exercises require great arm and shoulder strength?

Do the rings (prior to dismounting) require the gymnast to be sure-footed?

3. Because they tend to have stronger upper bodies, men do better in ring exercises than women. However, many spectators insist that women are more exciting performers of floor exercises.

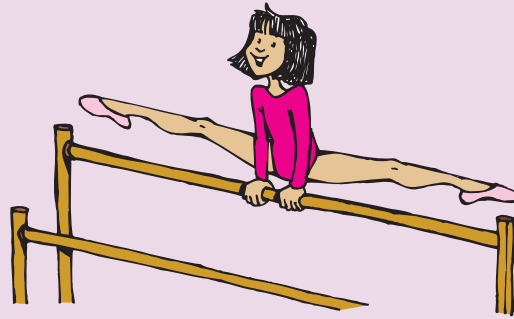
Compared to men, what do women excel at in gymnastics?



Review

Directions: Fill in the blanks with the appropriate words from the box.

routine	spotters
weightlifting	warm-ups
fifteen	floor
balance	music
grace	handstand
body	wheel



1. Gymnastics require not only strength but also _____ .
2. A _____ requires balance while supporting the weight of the body with the hands and arms while upside down.
3. The Russians were the first to perform a _____ on the rings.
4. Many coaches do not advise _____ for gymnasts who wish to perform on the rings.
5. _____ are people who assist gymnasts when they are practicing.
6. Gymnasts use _____ to help set the pace and mood of their routine.
7. Gymnasts must have a strong _____ in order to perform.
8. Exercises done before a routine are called _____ .
9. _____ exercises are performed in an area which is 39 feet by 39 feet.
10. A gymnast's performance is called a _____ .
11. Gymnasts should warm up for at least _____ minutes.
12. The balance beam demands great _____ and concentration.

Using Prior Knowledge: Poetry

Directions: Before reading about poetry in the following section, answer these questions.



1. Have you ever written a poem? If so, was it difficult to do? Why or why not?

2. Write a poem with rhyming verse.

3. Write a poem with unrhymed verse.

Of **speckled** eggs the birdie sings
And nests among the trees;
The sailor sings of ropes and things
In ships upon the seas.

The children sing in far Japan,
The children sing in Spain;
The organ with the organ man
Is singing in the rain.

—Robert Louis Stevenson



Directions: Answer these questions about the poem.

1. What is the correct definition of **speckled**?

cracked

spotted

round

2. Where is the sailor singing? _____

3. Why do you think the children are singing? _____

4. Where else might you hear people singing? _____

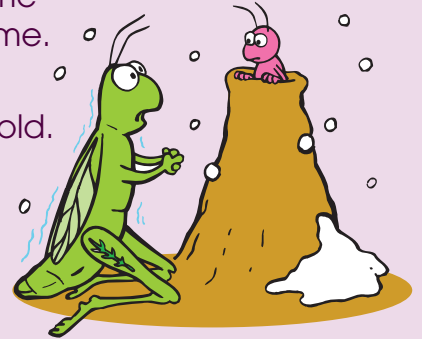


Comprehension: "The Ant and the Cricket"

A silly young cricket, who decided to sing
Through the warm sunny months of summer and spring,
Began to complain when he found that at home
His **cupboards** were empty and winter had come.

At last by starvation the cricket made bold
To hop through the wintertime snow and the cold.
Away he set off to a **miserly** ant
To see if to keep him alive he would grant
Shelter from rain, a mouthful of grain.

"I wish only to borrow—I'll repay it tomorrow—
If not, I must die of starvation and sorrow!"



Said the ant to the cricket, "It's true I'm your friend,
But we ants never borrow, we ants never lend;
We ants store up crumbs so when winter arrives
We have just enough food to keep ants alive."

Directions: Use context clues to answer these questions about the poem.

1. What is the correct definition of **cupboards**?

- where books are stored where food is stored
- where shoes are stored

2. What is the correct definition of **miserly**?

- selfish and stingy generous and kind
- mean and ugly

3. In two sentences, describe what the poet is trying to say with this poem.

Under a toadstool
Crept a wee elf
Out of the rain
To shelter himself.

Under the toadstool
Sound asleep
Sat a big dormouse
All in a heap.

Trembled the wee elf
Frightened, and yet
Fearing to fly away
Lest he got wet.

To the next shelter
Maybe a mile!
Sudden the wee elf
Smiled a wee smile,

Tugged 'til the toadstool
Topped in two,
Holding it over him
Gaily he flew.

Soon he was safe home,
Dry as could be;
Soon woke the dormouse
"Good gracious me!"

"Where is my toadstool?"
Loud he **lamented**.
And that's when umbrellas
First were invented.

—*Oliver Herford*



Directions: Use context clues or a dictionary to answer these questions about the poem.

1. This humorous poem tells about what invention? _____

2. What is the correct definition of **lamented**? _____

3. Write a two-verse poem below describing the invention of a useful object.



Comprehension: “The Eagle”

Personification is a figure of speech in which human characteristics are given to an animal or object.

Example: The trees danced in the wind.

Trees do not dance; therefore, the trees are being personified.

He clasps the crag with crooked hands:
Close to the sun in lonely lands,
Ringed with the **azure** world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

—*Alfred, Lord Tennyson*



Directions: Answer these questions about the poem.

1. What is the correct definition of **azure**? _____

2. Which phrases in the poem show personification?

3. Explain what one of these phrases actually means.

4. What is the author trying to say in the last line of the poem?

Comprehension: Proverbs

Proverbs are bits of advice for daily life. The following proverbs were written by Benjamin Franklin in 1732. They were published in *Poor Richard's Almanack*.

1. Keep conscience clear,
Then never fear.
2. Little strokes
Fell great oaks.
3. From a slip of foot you may soon recover,
But a slip of the tongue you may never get over.
4. Doing an injury puts you below your enemy;
Revening one makes you but even with him;
Forgiving it sets you above him.



Directions: Explain the meaning of each proverb.

1. _____

2. _____

3. _____

4. _____

Comprehension: Limericks

A **limerick** is a humorous verse consisting of five lines. The first, second, and fifth lines rhyme, and the third and fourth lines rhyme.

Old Man From Peru

There was an old man from Peru,
Who dreamed he was eating his shoe.
In the midst of the night
He awoke in a fright
And—good grief!—it was perfectly true.

Old Man From Darjeeling

There was an old man from Darjeeling,
Who boarded a bus bound for Ealing.
He saw on the door:
“Please don’t spit on the floor.”
So he stood up and spat on the ceiling.



Directions: Answer these questions about these silly limericks.

1. In “Old Man From Peru,” what was perfectly true?

2. How did the old man from Peru feel when he awoke?

3. In “Old Man From Darjeeling,” what is Ealing?

4. Write your own silly limerick below.

Comprehension: "The Tyger"

Imagery is a picture that comes into the reader's mind when reading certain words.

Tyger! Tyger! burning bright
In the forests of the night,
What **immortal** hand or eye
Could frame thy fearful **symmetry**?

In what distant deeps or skies
Burnt the fire of thine eyes?
On what wings dare he **aspire**?
What the hand dare seize the fire?

And what shoulder, and what art,
Could twist the sinew of thy heart,
And when thy heart began to beat,
What dread hand? and what dread feet?

What the hammer? what the chain?
In what furnace was thy brain?
What the anvil? what dread grasp
Dare its deadly terrors clasp?

When the stars threw down their spears,
And watered heaven with their tears,
Did he smile his work to see?
Did he who made the lamb make thee?

Tyger! Tyger! burning bright
In the forests of the night,
What immortal hand or eye,
Dare frame thy fearful symmetry?

—William Blake

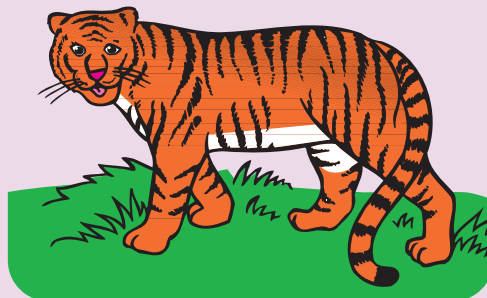
Directions: Use context clues or a dictionary to answer these questions about the poem.

1. What is the correct definition of **immortal**?

2. What is the correct definition of **symmetry**?

3. What is the correct definition of **aspire**?

4. What is some imagery in this poem?



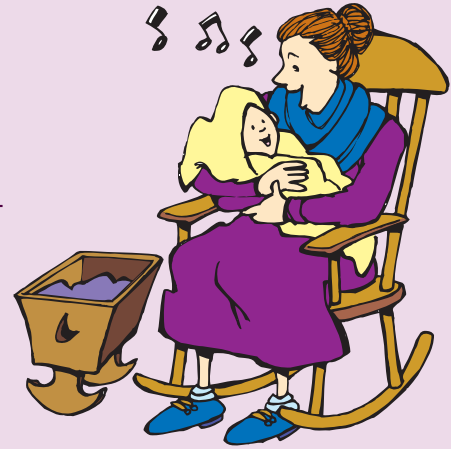
Comprehension: Old Gaelic Lullaby

A **Gaelic lullaby** is an ancient Irish or Scottish song some parents sing as they rock their babies to sleep.

Hush! The waves are rolling in,
White with foam, white with foam,
Father works amid the din,
But baby sleeps at home.

Hush! The winds roar hoarse and deep—
On they come, on they come!
Brother seeks the wandering sheep,
But baby sleeps at home.

Hush! The rain sweeps over the fields,
Where cattle roam, where cattle roam.
Sister goes to seek the cows,
But baby sleeps at home.



Directions: Answer these questions about the Gaelic lullaby.

1. What is Father doing while baby sleeps? _____

2. What is Brother doing? _____

3. What do we assume Mother is doing? _____

4. Is it quiet or noisy while Father works?

quiet

noisy

5. Which is not mentioned in the poem?

wind

sunshine

waves

rain

Comprehension: “The Lark and the Wren”

“Goodnight, Sir Wren!” said the little lark.
 “The daylight fades; it will soon be dark.
 I’ve sung my **hymn** to the parting day.
 So now I fly to my quiet glen
 In yonder meadow—Goodnight, Wren!”



“Goodnight, poor Lark,” said the **haughty** wren,
 With a flick of his wing toward his happy friend.
 “I also go to my rest **profound**
 But not to sleep on the cold, damp ground.
 The fittest place for a bird like me
 Is the topmost **bough** of a tall pine tree.”

Directions: Use context clues for these definitions.

1. What is the correct definition of **hymn**?

whisper

song

opposite of her

2. What is the correct definition of **haughty**?

happy

friendly

pompous

3. What is the correct definition of **profound**?

restless

deep

uncomfortable

4. What is the correct definition of **bough**?

to bend over

tree roots

tree branch

5. Write another verse of the poem.

Directions: Complete the following exercises.

1. Define the following terms. Then, write an example of your own that illustrates each term.

personification: _____

imagery: _____

proverb: _____

rhyme: _____

2. Name two lullabies you know. _____

3. Why do you think poets like to write about nature?

4. Many songs start out as poems. Listen to one of your favorite songs. Is it written in rhyming verse? Does it express the writer's thoughts on a certain subject? What subject?

Using Prior Knowledge: Abraham Lincoln and the Civil War

Directions: Before reading about Abraham Lincoln and the Civil War in the following section, answer these questions.



1. The Civil War began because _____

2. Abraham Lincoln is famous today because _____

3. The *Gettysburg Address* begins with the famous line: "Four score and seven years ago. . . ." What does this mean?

4. How did Abraham Lincoln die? _____



Main Idea: The *Gettysburg Address*

On November 19, 1863, President Abraham Lincoln gave a short speech to dedicate a cemetery for Civil War soldiers in Gettysburg, Pennsylvania, where a famous battle was fought. He wrote five drafts of the *Gettysburg Address*, one of the most stirring speeches of all time. The war ended in 1865.

Four score and seven years ago, our fathers brought forth on this continent a new nation, **conceived** in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great **civil** war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that this nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate—we cannot **consecrate**—we cannot hallow—this ground. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased **devotion** to that cause for which they gave their last full measure of devotion—that we here highly **resolve** that these dead shall not have died in **vain**—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people shall not **perish** from this earth.

Directions: Answer the question about the *Gettysburg Address*.

1. Circle the main idea:

This speech will be long remembered as a tribute to the dead who died fighting in the Civil War.

This speech is to honor the dead soldiers who gave their lives so that the nation could have freedom for all citizens.



Comprehension: The *Gettysburg Address*

Directions: Use context clues or a dictionary to answer these questions about the *Gettysburg Address*.

1. What is the correct definition of **conceived**? _____

2. What is the correct definition of **civil**? _____

3. What is the correct definition of **consecrate**? _____

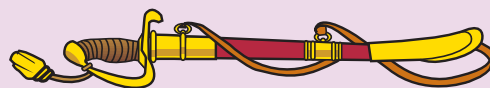
4. What is the correct definition of **devotion**? _____

5. What is the correct definition of **resolve**? _____

6. What is the correct definition of **vain**? _____

7. What is the correct definition of **perish**? _____

8. In your own words, what point was President Lincoln trying to make?



Comprehension: The *Emancipation Proclamation*

On September 22, 1862, a year before delivering the *Gettysburg Address*, President Lincoln delivered the *Emancipation Proclamation*, which stated that all slaves in Confederate states should be set free. Since the Confederate states had already **seceded** (withdrawn) from the Union, they ignored the proclamation. However, the proclamation did strengthen the North's war effort. About 200,000 Black men—mostly former slaves—enlisted in the Union Army. Two years later, the 13th Amendment to the Constitution ended slavery in all parts of the United States.



I, Abraham Lincoln, do order and declare that all persons held as slaves within said **designated** States and parts of States are, and henceforward shall be, free; and that the Executive Government of the United States, including **military** and **naval** authorities thereof, shall recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to **abstain** from all violence, unless in necessary self-defense; and I recommend to them that, in all cases where allowed, they labor faithfully for reasonable wages.

And I further declare and make known that such persons of suitable condition will be received into the armed forces of the United States to **garrison** forts, positions, stations, and other places, and to man **vessels** of all sorts in said service.

(This is not the full text of the *Emancipation Proclamation*.)

Directions: Answer the questions about the *Emancipation Proclamation*.

1. How did the *Emancipation Proclamation* strengthen the North's war effort?

2. Which amendment to the Constitution grew out of the *Emancipation Proclamation*?

3. **Secede** means to

quit.

fight.

withdraw.

Comprehension: The *Emancipation Proclamation*

Directions: Use context clues or a dictionary to answer these questions about the *Emancipation Proclamation*.

1. What is the correct definition of **designated**? _____

2. What is the correct definition of **military**? _____

3. What is the correct definition of **naval**? _____

4. What is the correct definition of **abstain**? _____

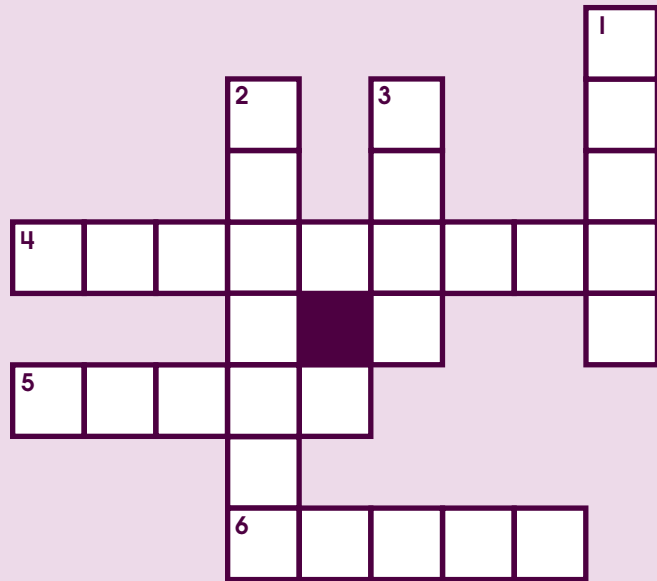
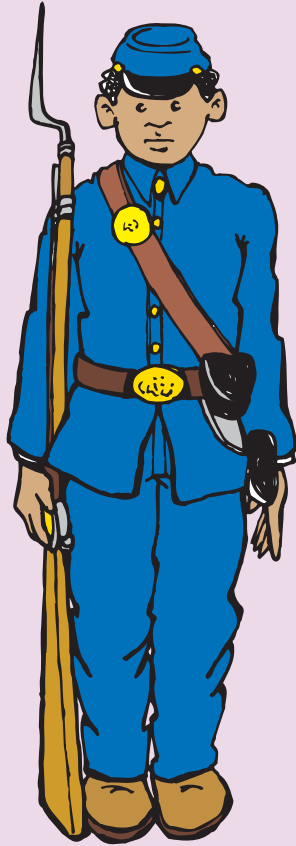
5. What is the correct definition of **garrison**? _____

6. What is the correct definition of **vessels**? _____

7. In your own words, what did the *Emancipation Proclamation* accomplish?

Recalling Details: Proclamation Puzzler

Directions: Use the facts you learned about the *Emancipation Proclamation* to complete the puzzle.



Across:

4. The 13th ____ was a result of the *Emancipation Proclamation*.
5. People who did not believe in slavery belonged to this army.
6. The part of the country to which slaves escaped

Down:

1. The part of the country slaves left
2. This president read the *Emancipation Proclamation*.
3. The *Emancipation Proclamation* urged slaves to join the Union ____ .

Comprehension: Lincoln and the South

Many people think that Abraham Lincoln publicly came out against slavery from the beginning of his term as president. This is not the case. Whatever his private feelings, he did not criticize slavery publicly. Fearful that the southern states would secede, or leave, the Union, he pledged to respect the southern states' rights to own slaves. He also pledged that the government would respect the southern states' runaway slave laws. These laws required all citizens to return runaway slaves to their masters.

Clearly, Lincoln did not want the country torn apart by a civil war. In the following statement, written in 1861 shortly after he became president, he made it clear that the federal government would do its best to avoid conflict with the southern states.

I hold that, in **contemplation** of the universal law and the Constitution, the Union of these states is perpetual. . . . No state, upon its own mere motion, can lawfully get out of the Union. . . . I shall take care, as the Constitution itself expressly enjoins upon me, that the laws of the Union be faithfully executed in all the states. . . . The power confided to me will be used to hold, occupy, and possess the property and places belonging to the government, and to collect the duties and imposts. . . .

In your hands, my dissatisfied fellow-countrymen, and not in mine, is the momentous issue of civil war. The government will not **assail** you. You can have no conflict without yourselves being the aggressors. You have no oath registered in heaven to destroy the government, while I shall have the most solemn one to "preserve, protect, and defend" it.

Directions: Use context clues for these definitions.

1. What is the correct definition of **contemplation**? _____

2. What is the correct definition of **assail**? _____

Directions: Answer these questions about Lincoln and the southern states.

3. Lincoln is telling the southern states that the government

does want a war. doesn't want a war.

will stop a war.

Comprehension: Away Down South in Dixie

Although many southerners disapproved of slavery, the pressure to go along with the majority who supported slavery was very strong. Many of those who thought slavery was wrong did not talk about their opinions. It was dangerous to do so!

The main reason the southern states seceded from the union in 1861 was because they wanted to protect their right to own slaves. They also wanted to increase the number of slaves so they could increase production of cotton and other crops that slaves tended. Many Civil War monuments in the South are dedicated to a war that was described as “just and holy.”

“Dixie,” a song written in 1859 that is still popular in the South, sums up the attitude of many southerners. As the song lyrics show, southerners’ loyalties lay not with the Union representing all the states, but with the South and the southern way of life.

Dixie

I wish I was in Dixie, Hoo-ray! Hoo-ray!
 In Dixie land I’ll take my stand
 To live and die in Dixie.
 Away, away, away down south in Dixie!
 Away, away, away down south in Dixie!
 (This is not the full text of the song.)



Directions: Answer these questions about southerners and “Dixie.”

1. Why did southerners who disapproved of slavery keep their opinions to themselves?

2. Why did southerners want more slaves? _____

3. What “stand” is referred to in “Dixie”?

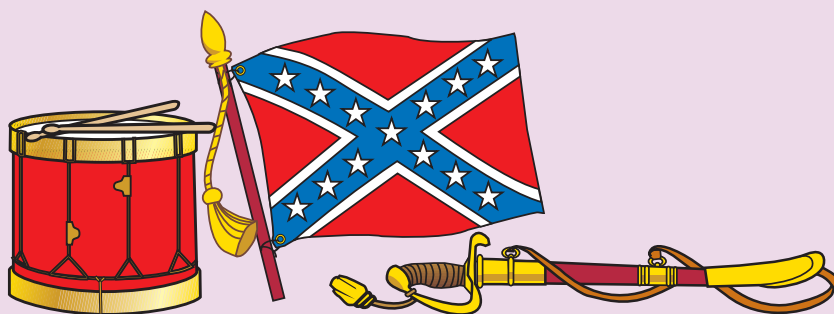
stand for slavery stand against slavery

stand for cotton

Fact and Opinion

Directions: Read each sentence. Then, draw an **X** in the box to tell whether it is a fact or opinion.

1. "Dixie" is a beautiful song! Fact Opinion
2. It was written in 1859 by a man named Daniel Emmett, who died in 1904. Fact Opinion
3. The song became a rallying cry for southerners, because it showed where their loyalties were. Fact Opinion
4. I think their loyalty to slavery was absolutely wrong! Fact Opinion
5. These four states where people owned slaves did not secede from the Union: Delaware, Maryland, Kentucky, and Missouri. Fact Opinion
6. The people in these states certainly made the right moral choice. Fact Opinion
7. Sometimes, brothers fought against brothers on opposite sides of the war. Fact Opinion
8. What a horrible situation to be in! Fact Opinion



Recalling Details: The Civil War

Although they were outnumbered, most southerners were convinced they could win the Civil War. The white population of the southern states that had seceded from the Union was 5.5 million. The population was 18.9 million in the 19 states that stayed with the Union. Despite these odds, southerners felt history was on their side.

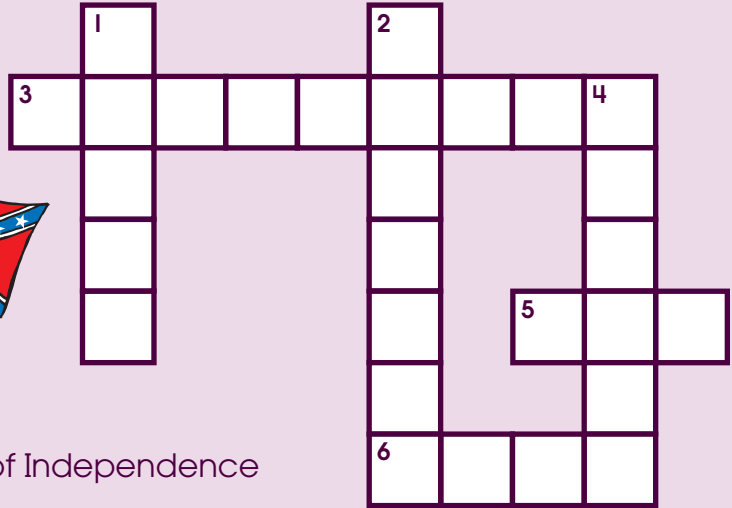
After all, the colonists had been the underdogs against the British and had won the War of Independence. Europeans also felt that Lincoln could not force the South to rejoin the Union. The United Netherlands had successfully seceded from Spain. Greece had seceded from Turkey. Europeans were laying odds that two countries would take the place of what had once been the United States.

Directions: Answer the question and complete the puzzle about the Civil War.

- Circle the main idea:

Although they were outnumbered, many people here and abroad felt the South would win the Civil War.

Because they were outnumbered, the South knew winning the Civil War was a long shot.



Across:

- They won the War of Independence against England.
- Did Europeans believe the South would win the war?
- ___teen states belonged to the Union.

Down:

- Slave owners lived in this area of the country.
- The president during the Civil War
- To withdraw from the Union

Recalling Details: Abraham Lincoln

Directions: Complete the following exercises.

1. Describe two accomplishments of Abraham Lincoln.

2. Complete the time line by writing the events.

1861	1862	1863	1864	1865
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3. In your opinion, what could Lincoln have done differently to end the Civil War sooner?

Fact and Opinion

Directions: Read each sentence. Then, draw an **X** in the box to tell whether it is a fact or an opinion.

1. Lincoln warned the southern states that they could not legally leave the Union. Fact Opinion
2. I believe Lincoln thought the northern states were the best because they did not have slaves. Fact Opinion
3. I think Lincoln did the right thing, don't you? Fact Opinion
4. The issues that sparked the Civil War were complicated and difficult ones. Fact Opinion
5. It would take a historian to really understand them! Fact Opinion
6. The "dissatisfied fellow-countrymen" Lincoln refers to in his statement lived in the southern states. Fact Opinion
7. Lincoln did his personal best to hold the country together, but it didn't do one bit of good. Fact Opinion
8. The Confederate States of America had already been organized in February 1861, a month before Lincoln was sworn in as president. Fact Opinion



Using Prior Knowledge: Photography

Do you like to take photographs? Many people record events such as vacations, weddings, birthdays, and other special occasions by taking pictures. Although most people are amateurs, some people make photography their career.

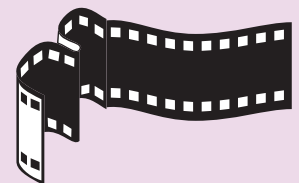
Directions: Before reading about photography in the following section, answer these questions.

1. Do you enjoy taking photographs? What do you enjoy photographing?

2. What are the differences between an amateur photographer and a professional?

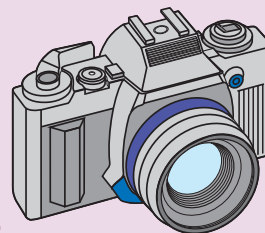
3. Why do people say that "a picture is worth a thousand words"?

4. Describe the best picture you've ever taken.



Comprehension: Fun With Photography

The word **photography** means *writing with light*. **Photo** is from the Greek word **photos**, which means *light*. **Graphy** is from the Greek word **graphic**, which means *writing*. Cameras don't literally write pictures, of course. Instead, they imprint an image onto a piece of film or small computer chip.



When choosing a camera, the two options are generally digital or a conventional film camera. A digital camera has a built-in computer that captures the light sent through the lens and records the image electronically. Digital cameras are simple and convenient; however, many professional photographers prefer the film camera for its better picture quality.

Even the most sophisticated film camera is basically a box with a piece of light-sensitive film inside. The box has a hole at the opposite end from the film. The light enters the box through the hole—the camera's lens—and shines on the surface of the film to create a picture. The picture that's created on the film is the image the camera's lens is pointed toward.

A lens is a circle of glass that is thinner at the edges and thicker in the center. The outer edges of the lens collect the light rays and draw them together at the center of the lens.

The shutter helps control the amount of light that enters the lens. Too much light will make the picture too light. Too little light will result in a dark picture. Electronic flash—either built into the camera or attached to the top of it—provides light when needed.

Directions: Answer these questions about photography.

1. From what language is the word **photography** derived?

2. Where is the camera lens thickest? _____

3. What do the outer edges of the lens do? _____

4. When is a flash needed? _____

5. What does the shutter do? _____

Comprehension: Photography Terms



Like other good professionals, photographers make their craft look easy. Their skill—like that of the graceful ice skater—comes from years of practice. Where skaters develop a sense of balance, photographers develop an eye for pictures. They can make important technical decisions about photographing, or shooting, a particular scene in the twinkling of an eye.

It's interesting to know some of the technical language that professional photographers use. Angle of view refers to *the angle from which a photograph is taken*. Depth of field is *the distance between the nearest point and the farthest point that is in focus in a photo*.

Filling the frame refers to *the amount of space the object being photographed takes up in the picture*. A close-up picture of a dog, flower, or person would fill the frame. A far-away picture would not.

ASA refers to the speed of different types of films. Speed means *the film's sensitivity to light*. The letters ASA stand for the American Standards Association. Film manufacturers give their films ratings of 200ASA, 400ASA, and so on to indicate film speed. The higher the number on the film, the higher its sensitivity to light, and the faster its speed. The faster its speed, the better it will be at clearly capturing sports images and other action shots.

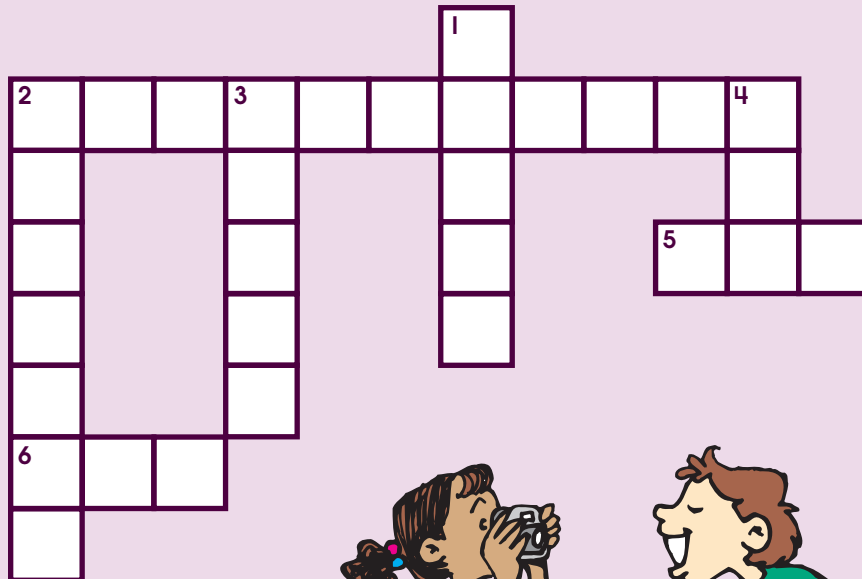
Directions: Answer these question about photography terms.

1. Name another term for *photographing*. _____
2. This is the distance between the nearest point and the farthest point that is in focus in a photo.

3. This refers to the speed of different types of film. _____
4. A close-up picture of someone's face would
 - provide depth of field.
 - create an ASA. fill the frame.
5. To photograph a swimming child, which film speed is better?
 - 200ASA 400ASA

Recalling Details: Photography Puzzler

Directions: Use the facts you have learned about photography to complete the puzzle.



Across:

2. A film's speed indicates its ____ to light.
5. Abbreviation for the American Standards Association
6. Good photographers develop an ____ for pictures.

Down:

1. Meaning of the Greek word **photos**
2. Controls the amount of light entering the lens
3. This term refers to the film's sensitivity to light.
4. Would a close-up picture of a cat fill the frame?

Comprehension: Photographing Animals

Animals are a favorite subject of many young photographers. Cats, dogs, hamsters, and other pets top the list, followed by zoo animals and the occasional lizard.



Because it's hard to get them to sit still and perform on command, some professional photographers refuse to photograph pets. There are ways around the problem of short attention spans, however.

One way to get an appealing portrait of a cat or dog is to hold a biscuit or treat above the camera. The animal's longing look toward the food will be captured by the camera as a soulful gaze. Because it's above the camera—out of the camera's range—the treat won't appear in the picture. When you show the picture to your friends afterward, they will be impressed by your pet's loving expression.

You can also take some good, quick shots of a pet by simply snapping a picture right after calling its name. You'll get a different expression from your pet using this technique. Depending on your pet's disposition, the picture will capture an inquisitive expression or possibly a look of annoyance, especially if you've awakened Rover from a nap!

Taking pictures of zoo animals requires a little more patience. After all, you can't wake up a lion! You may have to wait for a while until the animal does something interesting or moves into a position for you to get a good shot. When photographing zoo animals, don't get too close to the cages, and never tap on the glass or throw things between the bars of a cage! Concentrate on shooting some good pictures, and always respect the animals you are photographing.

Directions: Answer these questions about photographing animals.

1. Why do some professionals dislike photographing animals?

2. To capture a pet's loving expression, hold this out of camera range.

3. Compared to taking pictures of pets, what does photographing zoo animals require?

Generalization: Taking Pictures

A **generalization** is a statement that applies to many different situations.

Directions: Read each passage and circle the valid generalization.

Most people can quickly be taught to use a simple camera. However, it takes time, talent, and a good eye to learn to take professional quality photographs. Patience is another quality that good photographers must possess. Those who photograph nature often will wait hours to get just the right light or shadow in their pictures.

- Anyone can learn to use a camera.
- Any patient person can become a good photographer.
- Good photographers have a good eye for pictures.

Photographers such as Diane Arbus, who photograph strange or odd people, also must wait for just the right picture. Many people photographers stake out a busy city sidewalk and study faces in the crowd. Then, they must leap up quickly and ask to take a picture or sneakily take one without being observed. Either way, it's not an easy task!

- Staking out a busy sidewalk is a boring task.
- People photographers must be patient people and good observers.
- Sneak photography is not a nice thing to do to strangers.

Whether the subject is nature or humans, many photographers insist that dawn is the best time to take pictures. The light is clear at this early hour, and mist may still be in the air. The mist gives these early morning photos a haunting, other world quality that is very appealing.

- Morning mist gives an unusual quality to most outdoor photographs.
- Photographers all agree that dawn is the best time to take pictures.
- Misty light is always important in taking pictures.



Comprehension: Camera Care

Camera dealers say many amateur photographers should take better care of their cameras. Too often, people carelessly leave expensive cameras lying out where young children or pets can get hold of them. They fail to put cameras back into the carrying cases that protect them. They take them to the beach and leave them lying in the sand. Another way people ruin their cameras is by leaving them for days inside a hot car.

Because they must carry so many attachments, professional photographers keep their cameras inside large, soft shoulder bags. These bags provide extra protection for the camera, which is also protected by its camera case.

Inside the bag are compartments for film, extra lenses, and other attachments. Other equipment inside a professional photographer's bag may include the following: lens hood, cable release, filters, cleaning cloth, and screwdriver. A photographer's bag is filled with all sorts of interesting things! Flashlights, pens, tape, and sometimes a sandwich for lunch may fill out the odd assortment of objects. In addition, many photographers carry a tripod to set the camera on for still pictures. Can you see why photographers usually develop strong arm and shoulder muscles?

Directions: Answer these questions about caring for and storing cameras.



1. Name four ways people abuse their cameras.

- 1) _____ 2) _____
 3) _____ 4) _____

2. What do professional photographers carry their equipment in?

3. Which of the following is not in a photographer's bag?

- lens hood tripod lens filters

4. Photographers often develop which set of muscles?

- legs and feet arms and shoulders
 head and neck



Generalization: Camera Care

Directions: Read each passage and circle the valid generalization.

Professional photographers know it's important to keep their cameras clean and in good working order. Amateur photographers should make sure theirs are, too. However, to take good care of your camera, you must first understand the equipment. Camera shop owners say at least half the "defective" cameras people bring in simply need to have the battery changed!

- Cameras are delicate and require constant care so they will work properly.
- Many problems amateurs have are caused by lack of familiarity with their equipment.
- Amateur photographers don't know how their cameras work.

Once a year, some people take their film cameras to a shop to be cleaned. Most never have them cleaned at all. Those who know how can clean their cameras themselves. To avoid scratching the lens, they should use the special cloths and tissues professionals rely on. Amateurs are warned never to loosen screws, bolts, or nuts inside the camera.

- The majority of amateur photographers never bother to have their cameras cleaned.
- Cleaning a camera can be tricky and should be left to professionals.
- It's hard to find the special cleaning cloths professionals use.

Another simple tip from professionals is to make sure your camera works before you take it on vacation. That way, if necessary, you'll have time to have the lens cleaned or other repairs made.

- Check out your camera before you travel to make sure it's in good working order.
- Vacation pictures are often disappointing because the camera needs to be repaired.
- Take at least one extra camera along on every vacation.



Generalization: Using a Darkroom

The room where film photographs are developed is called a *darkroom*. Can you guess why? The room must be dark so that light does not get on the film as it is being developed. Specially colored lights allow photographers to see without damaging the film. Because of the darkness and the chemicals used in the developing process, it's important to follow certain darkroom safety procedures.

To avoid shocks while in the darkroom, never touch light switches with wet hands. To avoid touching chemicals, use tongs to transfer prints from one chemical solution to another. When finished with the chemicals, put them back in their bottles. Never leave chemicals out in trays once the developing process is complete.

To avoid skin irritation from chemicals, wipe down all countertops and surfaces when you are finished. Another sensible precaution—make sure you have everything you need before exposing the film to begin the developing process. Any light that enters the darkroom can ruin the pictures being developed.

Directions: Answer these questions about using a darkroom.

1. Which generalization is correct?
 - a. Developing pictures is a time-consuming and difficult process.
 - b. It's dangerous to develop pictures in a darkroom.
 - c. Sensible safety procedures are important for darkroom work.



2. Write directions for working with photography chemicals.

3. What is the most important precaution to take to make sure pictures aren't ruined in the darkroom?

Review

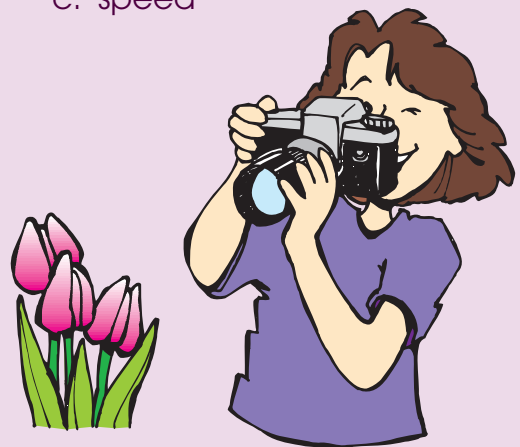
Directions: Circle the missing word for each sentence.

1. Pictures are developed in a ____ .
 - a. ASA
 - b. darkroom
 - c. photos
2. The Greek word ____ means light.
 - a. photos
 - b. lens
 - c. shooting
3. An ____ photographer is one who takes pictures for his or her own enjoyment.
 - a. darkroom
 - b. amateur
 - c. filling the frame
4. A ____ is a three-legged stand for a camera.
 - a. tripod
 - b. shutter
 - c. professional
5. The ____ helps control the amount of light that enters the lens.
 - a. filling the frame
 - b. angle of view
 - c. shutter
6. A ____ photographer has usually had formal training and takes pictures as his or her job.
 - a. professional
 - b. filling the frame
 - c. shooting



Directions: Circle the missing word for each sentence.

1. The Greek word ____ means writing.
 - a. photos
 - b. amateur
 - c. graphic
2. The distance between the nearest point and the farthest point in a photo is called the ____ .
 - a. graphic
 - b. shooting
 - c. depth of field
3. ____ refers to the angle from which a photograph is taken.
 - a. Photos
 - b. Angle of view
 - c. Lens
4. The ____ of the film is its sensitivity to light.
 - a. tripod
 - b. amateur
 - c. speed
5. The speed of different types of film is called ____ .
 - a. professional
 - b. amateur
 - c. ASA
6. The ____ of the camera collects the light rays and draws them together at the center.
 - a. shutter
 - b. lens
 - c. ASA
7. Taking a picture is often referred to as ____ .
 - a. shooting
 - b. graphic
 - c. speed



Using Prior Knowledge: Dinosaurs

Everyone is intrigued by dinosaurs. Their size, ferocity, and sudden disappearance have fueled scientific investigations for well over a century.

Directions: Before reading about dinosaurs in the following section, answer these questions.

1. Describe what you know about meat-eating dinosaurs.

2. Describe what you know about plant-eating dinosaurs.

3. Which dinosaur most intrigues you? Why?



Main Idea: Small Dinosaurs

When most people think of dinosaurs, they visualize enormous creatures. Actually, there were many species of small dinosaurs—some were only the size of chickens.

Like the larger dinosaurs, the Latin names of the smaller ones usually describe the creature. A small but fast species of dinosaur was *Saltopus*, which means *leaping foot*. An adult *Saltopus* weighed only about two pounds and grew to be approximately two feet long. Fossils of this dinosaur, which lived about 200 million years ago, have been found only in Scotland.

Another small dinosaur with an interesting name was *Compsognathus*, which means *pretty jaw*. About the same length as the *Saltopus*, the *Compsognathus* weighed about three times more. It's unlikely that these two species knew one another, since *Compsognathus* remains have been found only in France and Germany.

A small dinosaur whose remains have been found in southern Africa is *Lesothosaurus*, which means *Lesotho lizard*. This lizard-like dinosaur was named only partly for its appearance. The first half of its name is based on the place its remains were found—Lesotho, in southern Africa.

Directions: Answer these questions about small dinosaurs.

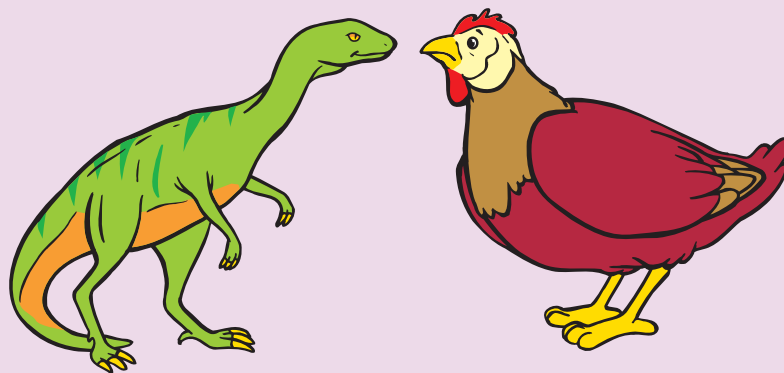
1. Circle the main idea:

People who think dinosaurs were big are completely wrong.

There are several species of small dinosaurs, some weighing only two pounds.

2. How much did *Saltopus* weigh? _____

3. Which dinosaur's name means *pretty jaw*?
- _____



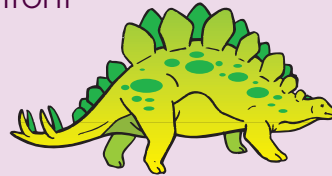
Comprehension: Dinosaur History

Dinosaurs are so popular today that it's hard to imagine this not always being the case. The fact is, no one had any idea that dinosaurs ever existed until about 150 years ago.

In 1841, a British scientist named Richard Owen coined the term *Dinosauria* to describe several sets of recently discovered large fossil bones. *Dinosauria* is Latin for *terrible lizards*, and even though some dinosaurs were similar to lizards, modern science now also links dinosaurs to birds. Today's birds are thought to be the closest relatives to the dinosaurs.

Like birds, most dinosaurs had fairly long legs that extended straight down from beneath their bodies. Because of their long legs, many dinosaurs were able to move fast. They were also able to balance themselves well. Long-legged dinosaurs, such as the Iguanodon, needed balance to walk upright.

The Iguanodon walked on its long hind legs and used its stubby front legs as arms. On the end of its arms were five hoof-like fingers, one of which functioned as a thumb. Because it had no front teeth for tearing meat, scientists believe the Iguanodon was a plant eater. Its large, flat back teeth were useful for grinding tender plants before swallowing them.



Directions: Answer these questions about the history of dinosaurs.

1. How were dinosaurs like today's birds? _____

2. This man coined the term *Dinosauria*.

Owen Richards Richard Owens Richard Owen

3. Which of these did the Iguanodon not have?

short front legs front teeth back teeth

4. List other ways you can think of that dinosaurs and birds are alike.

Recalling Details: Dinosaur Puzzler

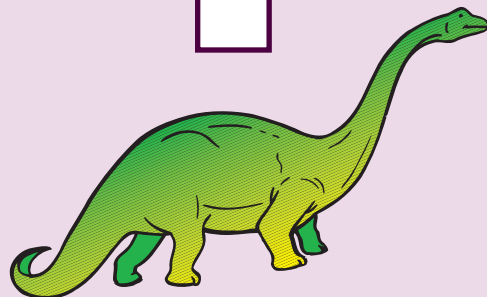
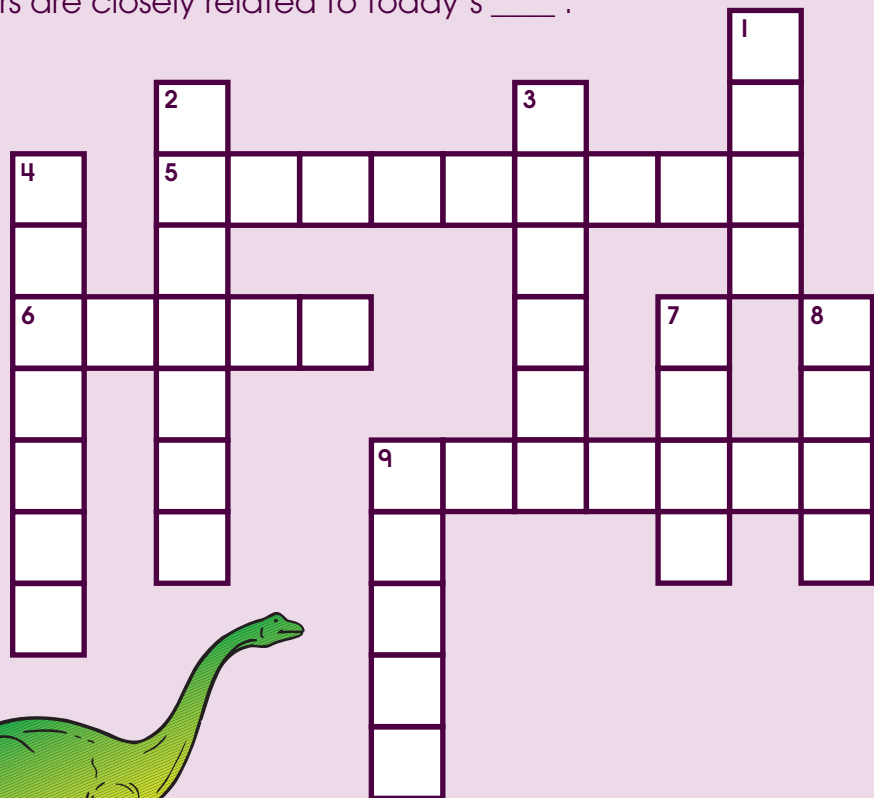
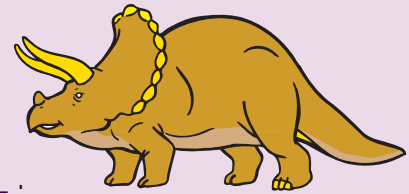
Directions: Use the facts you have learned about dinosaurs to complete the puzzle.

Across:

5. This dinosaur had five hoof-like fingers on its short front legs.
6. Dinosaurs with flat back teeth were ____ eaters.
9. Because of where their legs were positioned, dinosaurs had good ____.

Down:

1. Most dinosaurs had ____ legs.
2. The word *Dinosauria* means terrible ____.
3. A bone that has been preserved for many years
4. Dinosaurs were not always as ____ as they are now.
7. Iguanodons walked on their ____ legs.
8. Richard ____ coined the term *Dinosauria*.
9. Dinosaurs are closely related to today's ____.



Comprehension: Tyrannosaurus Rex

The largest meat-eating animal ever to roam Earth was Tyrannosaurus rex. Rex is Latin for *king*, and because of its size, Tyrannosaurus certainly was at the top of the dinosaur heap. With a length of 46 feet and a weight of seven tons, there's no doubt this dinosaur commanded respect!

Unlike smaller dinosaurs, Tyrannosaurus wasn't tremendously fast on its huge feet. It could stroll along at a walking speed of two to three miles an hour. Not bad, considering Tyrannosaurus was pulling along a body that weighed 14,000 pounds! Like other dinosaurs, Tyrannosaurus walked upright, probably balancing its 16-foot-long head by lifting its massive tail.

Compared to the rest of its body, Tyrannosaurus' front claws were tiny. Scientists aren't really sure what the claws were for, although it seems likely that they may have been used for holding food. In that case, Tyrannosaurus would have had to lower its massive head down to its short claws to take anything in its mouth. Maybe it just used the claws to scratch nearby itches!

Because of their low metabolism, dinosaurs did not require a lot of food for survival. Scientists speculate that Tyrannosaurus ate off the same huge piece of meat—usually the carcass of another dinosaur—for several weeks. What do you suppose Tyrannosaurus did the rest of the time?

Directions: Answer these questions about Tyrannosaurus rex.

1. Why was this dinosaur called *rex*? _____

2. How long was Tyrannosaurus rex? _____

3. Tyrannosaurus weighed

10,000 lb.

12,000 lb.

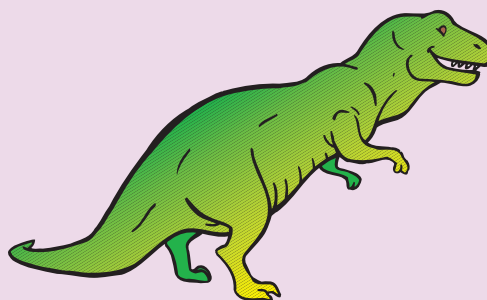
14,000 lb.

4. Tyrannosaurus ate

plants.

birds.

other dinosaurs.



Generalization: Dinosaur Characteristics

Directions: Read each passage and circle the valid generalization.

Not surprisingly, Tyrannosaurus had huge teeth in its mammoth head. They were six inches long! Because it was a meat eater, Tyrannosaurus' teeth were sharp. They looked like spikes! In comparison, the long-necked, plant-eating Mamenchisaurus had a tiny head and small, flat teeth.

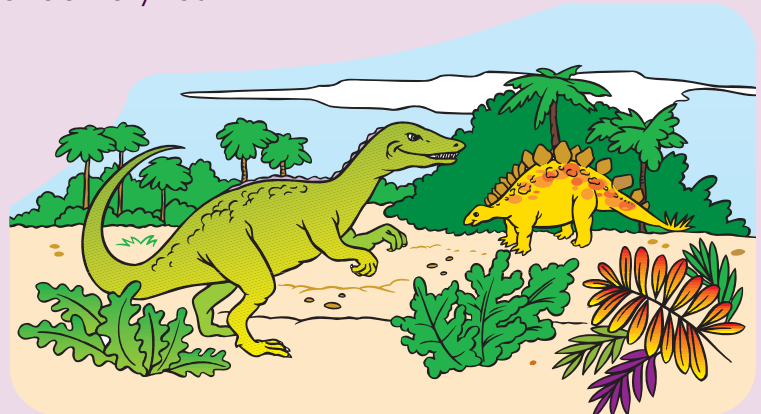
- a. Scientists can't figure out why some dinosaurs had huge teeth.
- b. Tyrannosaurus was probably scarier looking than Mamenchisaurus.
- c. Sharp teeth would have helped Mamenchisaurus chew better.

Dinosaurs' names often reflect their size or some other physical trait. For example, Compsognathus means *pretty jaw*. Saltopus means *leaping foot*. Lesothosaurus means *lizard from Lesotho*.

- a. Of the three species, Lesothosaurus was probably the fastest.
- b. Of the three species, Compsognathus was probably the fastest.
- c. Of the three species, Saltopus was probably the fastest.

Edmontosaurus, a huge three-ton dinosaur, had 1,000 teeth! The teeth were cemented into chewing pads in the back of Edmontosaurus' mouth. Unlike the sharp teeth of the meat-eating Tyrannosaurus, this dinosaur's teeth were flat.

- a. Edmontosaurus did not eat meat.
- b. Edmontosaurus did not eat plants.
- c. Edmontosaurus moved very fast.



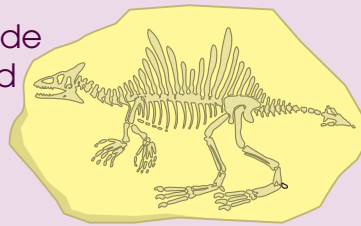
Comprehension: Dinosaur Fossils

Imagine putting together the world's largest jigsaw puzzle. That is what scientists who reassemble the fossil bones of dinosaurs must do to find out what the creatures looked like. Fossilized bones are imbedded, or stuck, in solid rock, so scientists must first get the bones out of the rocks without breaking or damaging them. This task requires enormous patience.

In addition to hammers, drills, and chisels, sound waves are used to break up the rock. The drills, which are similar to high-speed dentist drills, cut through the rock very quickly. As the bones are removed, scientists begin trying to figure out how they attach to one another. Sometimes, the dinosaur's skeleton was preserved just as it was when it died. This, of course, shows scientists exactly how to reassemble it. Other times, parts of bone are missing. It then becomes a guessing game to decide what goes where.

When scientists discover dinosaur fossils, it is called a *find*. A particularly exciting find in 1978 occurred in Montana, when for the first time, fossilized dinosaur eggs, babies, and several nests were found. The species of dinosaur in this exciting find was *Maiasaura*, which means *good mother lizard*. From the size of the nest, which was 23 feet, scientists speculated that the adult female *Maiasaura* was about the same size.

Unlike birds' nests, dinosaur nests were not made of sticks and straw. Instead, since they were land animals, nests were made of dirt hollowed out into a bowl shape. The *Maiasaura*'s nest was three feet deep and held about 20 eggs.



Directions: Answer these questions about dinosaur fossils.

1. Name four tools used to remove dinosaur bones from rock.

2. What do scientists do with the bones they remove?

3. The type of dinosaur fossils found in Montana in 1978 were

Mayiasaura. Masaura. Maiasaura.

4. When scientists discover dinosaur fossils, it is called a

found. find. nest.

Comprehension: All About Dinosaurs

Directions: Write a short paragraph summarizing each of the following selections.

"Small Dinosaurs" _____

"Dinosaur History" _____

"Dinosaur Fossils" _____

Generalization: Plant-Eating Dinosaurs

Directions: Read each passage and circle the valid generalization.

Many of the plant-eating dinosaurs belonged to a common species called *sauropods*. Most sauropods were very large. They had peg-shaped teeth and they formed herds to search for food. They used their long necks to reach the top branches of trees, where the most tender leaves grew.

- Their size, teeth, and long necks made sauropods perfectly suited to their environment.
- The sauropods' peg-like teeth were not well suited to eating meat.
- Vegetarian dinosaurs needed short necks and sharp teeth to survive.

Sauropods were not the only dinosaurs that traveled in herds. Sets of different-sized fossilized dinosaur footprints discovered in Texas show that other types of dinosaurs also traveled together. The footprints—23 sets of them—were of another plant-eating dinosaur, the *Apatosaurus*.

- All dinosaurs traveled in herds because they needed companionship.
- It appears that some plant-eating dinosaurs traveled in herds.
- Traveling in herds offered dinosaurs protection and friendship.

Not all plant-eating dinosaurs were huge. The *Hypsilophodon* was only about $6\frac{1}{2}$ feet tall. It stood on its two back legs and, because of its smaller size, probably ran away from danger.

- The *Hypsilophodon* didn't stand a chance against bigger dinosaurs.
- The *Hypsilophodon* could not eat from the tops of tall trees.
- The *Hypsilophodon* was cowardly and always ran from danger.

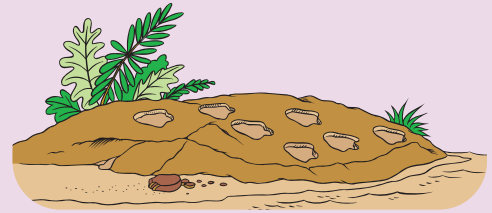


Comprehension: Dinosaur Tracks

Some scientists refer to dinosaurs' fossilized tracks as footprints in time. The tracks that survived in Texas for 120 million years had been made in sand or mud. These large footprints were of the Apatosaurus. The footprints were more than three feet across!

Although Apatosaurus had a long, heavy tail, there is no sign that the tail hit the ground along with the feet. Scientists speculate that the place where the tracks were found was once a riverbed, and that Apatosaurus' tail floated in the water and thus left no tracks. Another theory is that the dinosaur always carried its tail out behind it. This second theory is not as popular, because scientists say it's unlikely the dinosaur would consistently carry its long, heavy tail off the ground. When Apatosaurus rested, for example, the tail would have left its mark.

Besides Texas, fossilized tracks have been found in England, Canada, Australia, and Brazil. Some tracks have also been found in New England. The tracks discovered in Canada were quite a find! They showed a pattern made by 10 species of dinosaurs. In all, about 1,700 fossilized footprints were discovered. Maybe the scientists uncovered what millions of years ago was a dinosaur playground!



Directions: Answer these questions about dinosaur tracks.

1. Circle the main idea:

Fossilized dinosaur tracks provide scientists with information from which to draw conclusions about dinosaur size and behavior.

Fossilized dinosaur tracks are not very useful because so few have been found in the United States.

2. Explain how a dinosaur might have crossed a river without its tail leaving a track.

3. Name five countries where dinosaur tracks have been found.

Directions: Reread the following selections. Then, write the main idea of each.

“Small Dinosaurs” _____

“Dinosaur History” _____

“Tyrannosaurus rex” _____

“Dinosaur Fossils” _____

“Dinosaur Tracks” _____



Using Prior Knowledge: World Cities

Directions: Before reading about world cities in the following section, write one or two sentences telling what you know about each city below.

London, England _____

Berlin, Germany _____

Sydney, Australia _____

Cairo, Egypt _____

Washington, D.C., United States _____

Ottawa, Canada _____

Creative Writing: London

- London is the capital of England.
- Over 6.5 million people live in London.
- Over 60 percent of the people who live in London are employed in service industries. About 10 percent are employed in manufacturing and engineering.
- London is one of Europe's largest seaports.
- London has many historic sites, including Westminster Abbey, Houses of Parliament, Big Ben, and Buckingham Palace.
- Buckingham Palace is the residence of the queen of England, Queen Elizabeth II.



Directions: Using the above information, create a tourist article describing London. Do some research and add other interesting information.

When you think of England, what comes to mind? _____

Would you like to visit London? Why or why not? _____

Creative Writing: Berlin

- Berlin is the capital of Germany.
- The population of Berlin is over 3.5 million people.
- Berlin's Inland Harbor is connected to the Baltic Sea.
- This country was once divided into East and West Germany after World War II. East Germany was Communist and West Germany was a Democracy.
- The majority of people living in Berlin are employed in manufacturing.
- Interesting sites in Berlin include the Brandenburg Gate, the State Opera House, Tiergarten Park, and the Philharmonic Concert Hall.



Directions: Using the above information, create a tourist article describing Berlin. Do some research and add other interesting information.

When you think of Germany, what comes to mind? _____

Would you like to visit Berlin? Why or why not? _____

Making Inferences: Sydney

- Sydney is the capital of New South Wales, Australia.
- Manufacturing is a strong industry in Sydney. The city is also the headquarters of many large companies.
- Sydney is the major port of southeastern Australia.
- Sydney is Australia's largest city.
- The discovery of gold in 1851 increased Sydney's population. The population today is over three million people.
- Interesting sites in Sydney include the Sydney Opera House, the Sydney Harbour Bridge, and the Australia Square Tower, which is the country's largest skyscraper.



Directions: Answer these questions about Sydney.

1. Why is manufacturing a strong industry in Sydney, as well as other major cities?

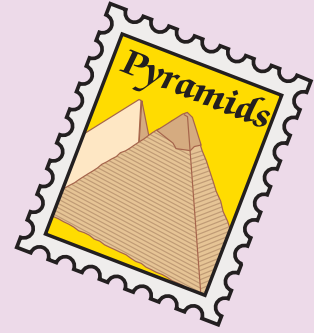
2. Gold was discovered in Australia in what year? _____

3. When you think of Australia, what comes to mind? _____

4. Would you like to visit Sydney? Why or why not? _____

Making Inferences: Cairo

- Cairo is the capital of Egypt.
- Cairo is the largest city of not only Egypt, but all of Africa and the Middle East.
- The population of Cairo is almost seven million people.
- Cairo is the cultural center for the Islamic religion.
- Cairo is a major industrial site for Egypt.
- Cairo is a port on the Nile River near the head of the Nile delta.
- Interesting sites include the Egyptian Museum, the Sphinx, the pyramids, and the City of the Dead.



Directions: Answer these questions about Cairo.

1. All the major cities discussed so far, including Cairo, have a seaport. Historically speaking, what is the importance of having access to the sea?

2. Cairo has a population of almost seven million people. What are three problems that could arise from having such a large population?

1) _____

2) _____

3) _____

3. Would you like to visit Cairo? Why or why not? _____

Creative Writing: Washington, D.C.

- Washington, D.C., is the capital of the United States.
- The population of Washington, D.C., is over 600,000 people in the city itself. Many people who work in Washington, D.C., reside in suburbs of the city in Virginia and Maryland.
- One-third of the people employed in Washington, D.C., work for the federal government.
- The Potomac and Anacostia Rivers join in Washington, D.C.
- Interesting sites include the White House, the Vietnam Veterans Memorial, the Lincoln Memorial, the Washington Monument, and the United States Capitol Building.



Directions: Using the above information, create a tourist article describing Washington, D.C. Do some research and add other interesting information.

When you think of Washington, D.C., what comes to mind?

Would you like to visit Washington, D.C.? Why or why not?

Making Inferences: Ottawa

- Ottawa is the capital of Canada and is located in Ontario.
- The federal government employs most people in the city. Manufacturing is another large employer.
- The Rideau Canal connects Ottawa to Lake Ontario.
- The population of Ottawa is over 300,000 people.
- Points of interest include the Peace Tower, Parliament Buildings, the Royal Canadian Mint, and the Canadian Museum of Nature.



Directions: Answer these questions about Ottawa.

1. Who employs the most people in Ottawa, Canada?

2. What body of water connects Ottawa to Lake Ontario?

3. In order from largest to smallest, list the six cities you have read about and their populations.

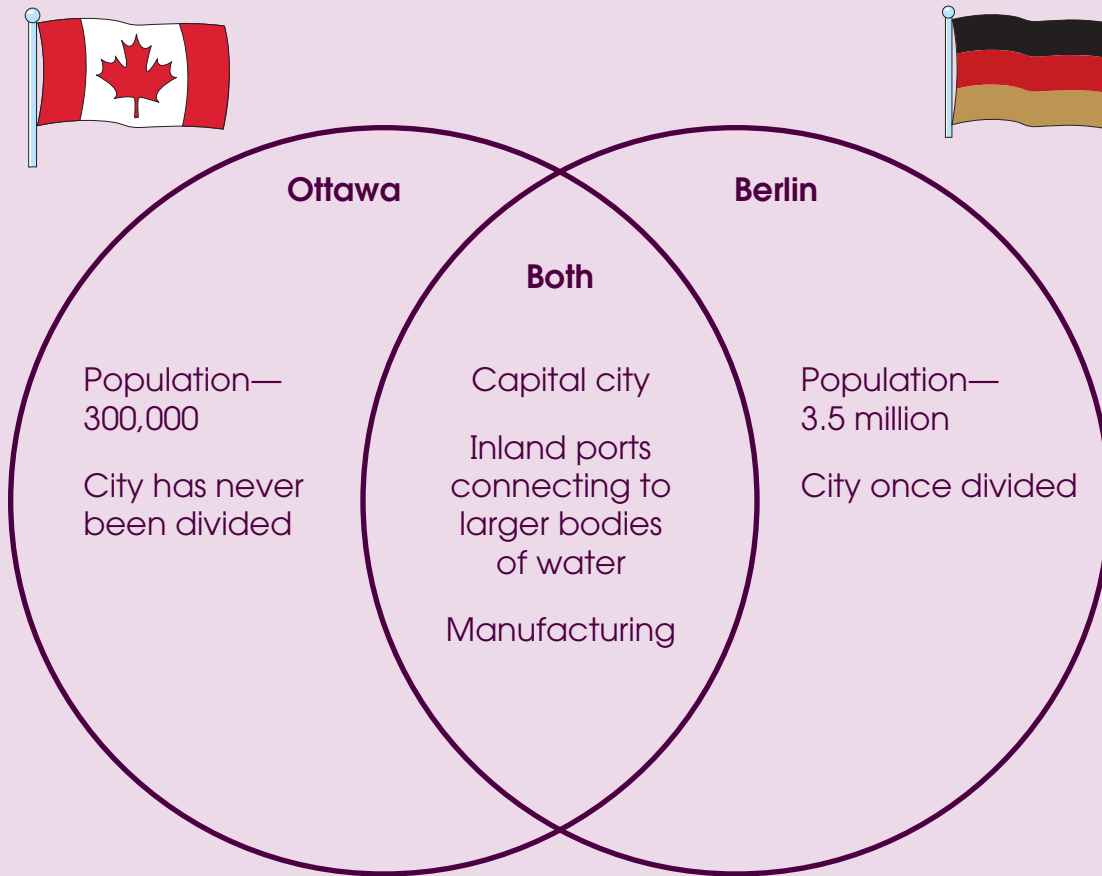
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4. Canada is the United States' neighbor to the north. What problems could arise due to a shared border?

Compare and Contrast: Venn Diagram

A **Venn diagram** is used to chart information that shows similarities and differences between two things. You can use a Venn diagram as an organizational tool before writing a compare and contrast essay.

Directions: Review the completed Venn diagram and the compare and contrast essay below.

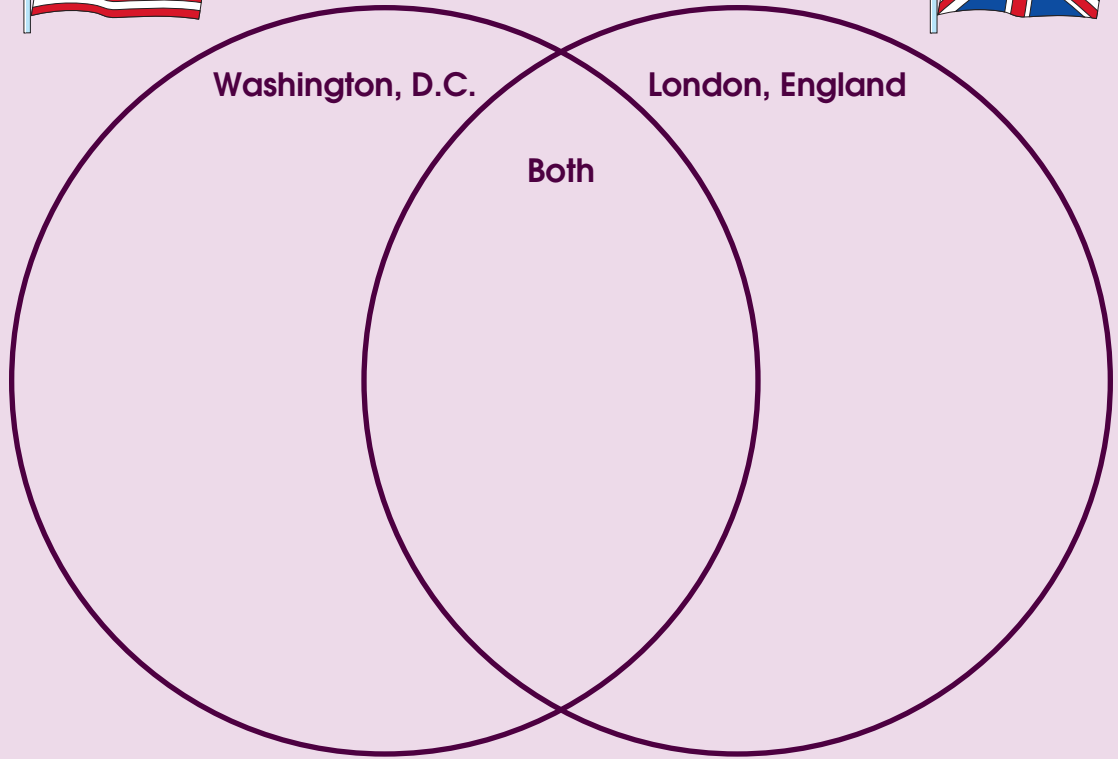
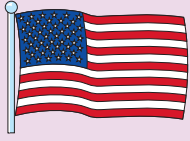


Compare and Contrast Essay

Ottawa, Canada, and Berlin, Germany, share important characteristics. Ottawa and Berlin are both capital cities in their countries. This means that both cities house the country's federal government. Ottawa has access to Lake Ontario through the Rideau Canal. Inland Harbor in Berlin provides that city's access to the Baltic Sea. Finally, both Ottawa and Berlin are sites for major manufacturing industries that help the economy.

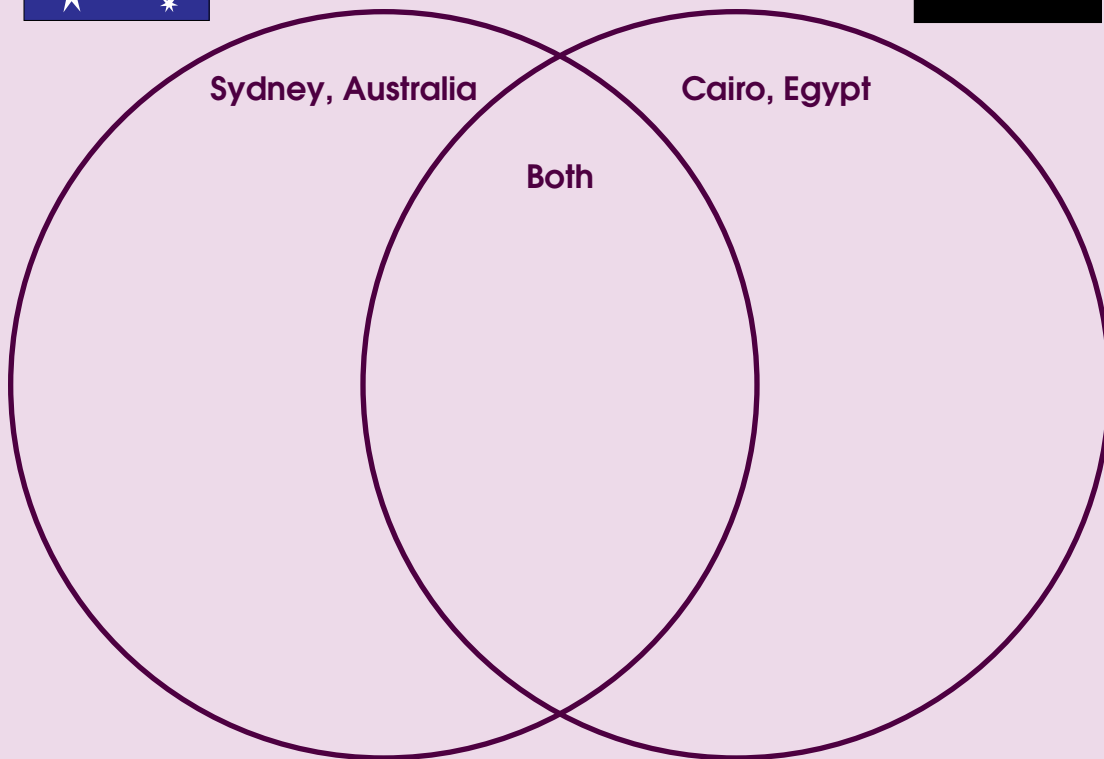
Although Ottawa and Berlin are alike in some ways, in other ways, they are very different. The most obvious difference is in population. Ottawa has a mere 300,000 people, while over three million reside in Berlin. Also, Berlin was once divided into East and West sections after World War II, with separate governments and facilities. Ottawa has never been divided.

Directions: Using page 67 as a guide, complete the Venn diagram comparing Washington, D.C., and London, England. Then, write a two-paragraph compare and contrast essay.



Compare and Contrast Essay

Directions: Using page 67 as a guide, complete the Venn diagram comparing Sydney, Australia, and Cairo, Egypt. Then, write a two-paragraph compare and contrast essay.



Compare and Contrast Essay



Using Prior Knowledge: Anthems and Songs

Directions: Before reading about anthems and songs in the following section, answer these questions.

1. How do national anthems help pull a country together?

2. Describe what you know about how and why "The Star-Spangled Banner" was written.

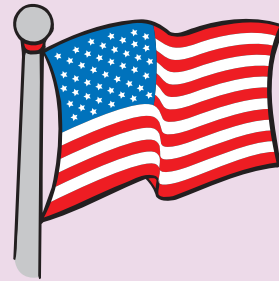
3. What is your favorite anthem or song? _____

4. What images do the words of your favorite anthem or song bring to mind? Why do you like it?



Comprehension: Our National Anthem

Written in 1814 by Francis Scott Key, our American national anthem is stirring, beautiful, and difficult to sing. Key wrote the song while aboard a ship off the coast of Maryland, where one long night he watched the gunfire from a British attack on America's Fort McHenry. The following morning, he wrote "The Star-Spangled Banner" when, to his great joy, he saw the American flag still flying over the fort—a sign that the Americans had not lost the battle.



The Star-Spangled Banner

Oh say, can you see, by the dawn's early light,
 What so proudly we hail'd at the **twilight's** last gleaming?
 Whose broad stripes and bright stars, thro' the perilous fight,
 O'er the **ramparts** we watch'd were so **gallantly** streaming?
 And the rockets' red glare, the bombs bursting in air,
 Gave proof thro' the night that our flag was still there.
 Oh say, does that star-spangled banner yet wave
 O'er the land of the free and the home of the brave?

Oh, the shore dimly seen thro' the mists of the deep,
 Where the foe's **haughty** host in dread silence reposes,
 What is that which the breeze, o'er the towering steep,
 As it fitfully blows, half conceals, half discloses?
 Now it catches the gleam of the morning's first beam,
 In full glory reflected, now shines on the stream:
 'Tis the star-spangled banner: O, long may it wave
 O'er the land of the free and the home of the brave!

Directions: Answer these questions about the first two verses of "The Star-Spangled Banner."

1. Who wrote "The Star-Spangled Banner"? _____
2. What is "The Star-Spangled Banner"? _____

3. In what year was the song written? _____
4. Tell what is meant by the lines ". . . the rockets' red glare, the bombs bursting in air/Gave proof through the night that our flag was still there."

Comprehension: "The Star-Spangled Banner"

Directions: Use context clues or a dictionary to answer these questions about "The Star-Spangled Banner."

1. What is the correct definition of **spangled**? _____

2. What is the correct definition of **twilight**? _____

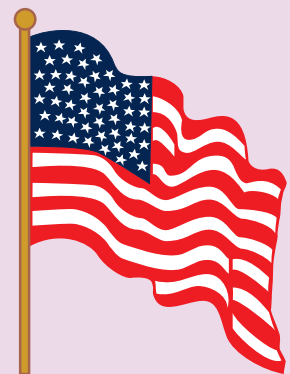
3. What is the correct definition of **ramparts**? _____

4. What is the correct definition of **gallantly**? _____

5. What is the correct definition of **haughty**? _____

6. Why do you think United States citizens only sing the first verse of "The Star-Spangled Banner"?

7. What war was being fought when this song was written?



Comprehension: The British National Anthem

The tune of “God Save the King” is that of a folk song dating back nearly five centuries. The American song “My Country ‘Tis of Thee” is sung to the same tune. The author of the words to Great Britain’s unofficial national anthem is unknown. Historians say the words became popular in the middle of the 18th century, when “God Save the King” was sung in theaters throughout London. Today, because Elizabeth is queen, it is sung as “God Save the Queen.”

God Save the King

God save our **gracious** King, long live our noble King,
God save the King! Send him **victorious**, happy, and glorious,
Long to **reign** over us,
God save the King!

O Lord and God arise. Scatter his enemies
And make them fall. **Confound** their politics,
Frustrate their **knavish** tricks. On thee our hopes we fix,
God save the King!

Thy choicest gifts in store, on him be pleased to pour,
Long may he reign! May he defend our laws,
And ever give us cause to sing with heart and voice,
God save the King!



Directions: Answer these questions about “God Save the King.”

1. In verse one, name three major things the song asks God to do for the king.

2. In verse two, what is wished for the king’s enemies?

3. In verse two, on whom do the people pin their hopes?

King God themselves

4. In verse three, whom do the people want to defend their laws?

King God themselves

Comprehension: "God Save the King"

Directions: Use context clues or a dictionary to answer these questions about "God Save the King."

1. What is the correct definition of **gracious**? _____

2. What is the correct definition of **victorious**? _____

3. What is the correct definition of **reign**? _____

4. What is the correct definition of **confound**? _____

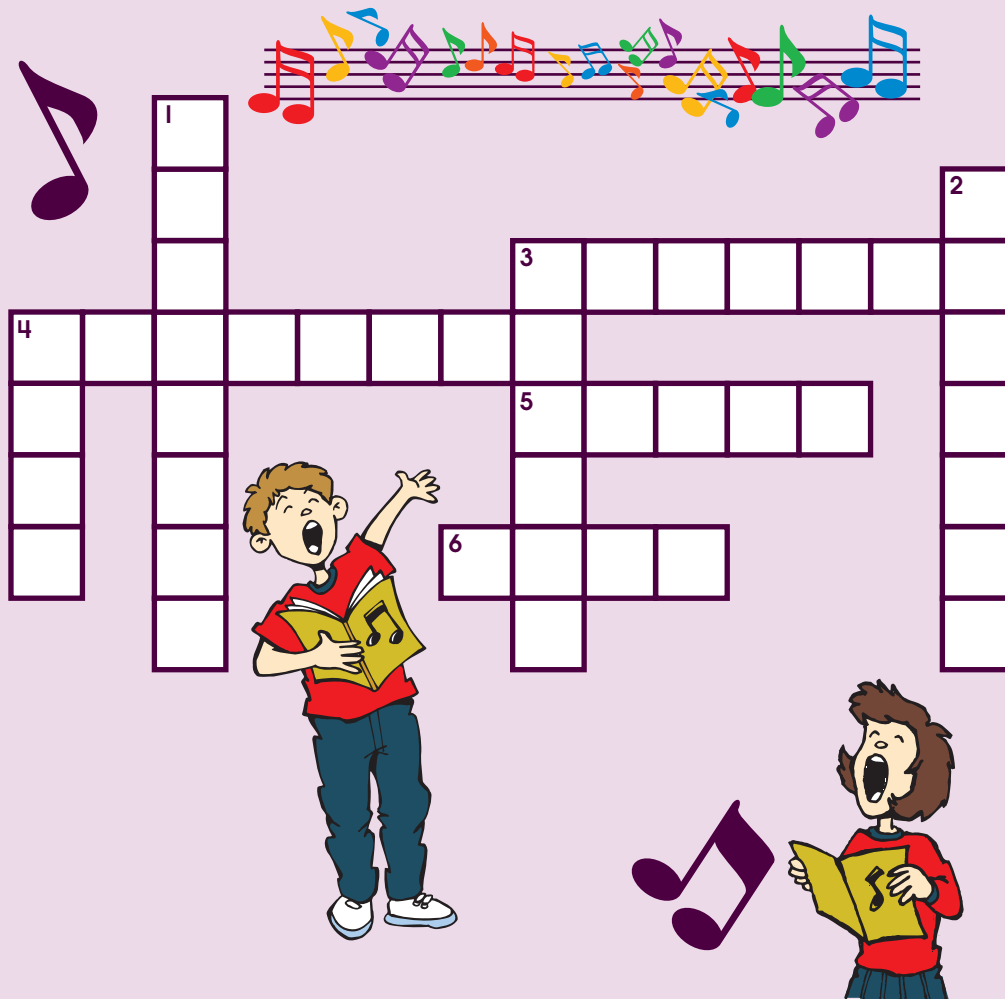
5. What is the correct definition of **knave**? _____

Directions: Write a compare and contrast essay on the anthems of the United States and Great Britain.



Recalling Details: National Anthems Puzzler

Directions: Use the facts you have learned about the American and British national anthems to complete the puzzle.



Across:

3. The first thing God was asked to do to the king's enemies
4. "What so proudly we hailed at the ____'s last gleaming."
5. "Long may he ____."
6. God was also asked to make the King's enemies ____.

Down:

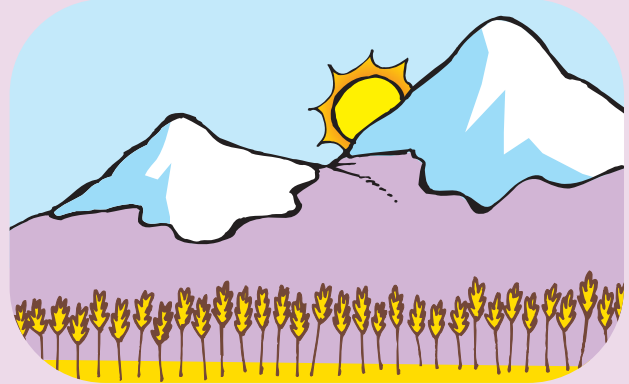
1. How the fight in "The Star-Spangled Banner" is described
2. First name of the author of "The Star-Spangled Banner."
3. Stars and stripes were gallantly ____ing.
4. Same tunes: "God Save the King" and "My Country 'Tis of ____"

Comprehension: “America the Beautiful”

Written in 1895 by Katherine Lee Bates, “America the Beautiful” is another very popular patriotic song. It is so popular, in fact, that some people would like to see it replace “The Star-Spangled Banner” as the United States’ national anthem. Ms. Bates was inspired to write the song while visiting Colorado, where she was struck by the splendor of the mountains. Today, “America the Beautiful” remains a **tribute** to our country’s natural beauty.

America the Beautiful

Oh beautiful for spacious skies,
 For **amber** waves of grain,
 For purple mountain **majesties**
 Above the fruited plain!
 America! America!
 God shed His grace on thee,
 And crown thy good
 With brotherhood
 From sea to shining sea!



Directions: Use context clues or a dictionary to answer these questions about “America the Beautiful.”

1. What is the correct definition of **tribute**? _____
2. What is the correct definition of **amber**? _____
3. What is the singular form of **majesties**? What does it mean in the song?

4. Do you think “America the Beautiful” should be our national anthem? Why or why not?

Comprehension: The Great Wall of China

Built in 300 B.C., the Great Wall in northern China was designed as a 1,500-mile-long defense against invaders. Its height varies from 15 to 30 feet, and its width from 12 to 20 feet. Photographs from space clearly show this incredible achievement of the ancient Chinese people. "Song of the Great Wall" is an ancient folk song.

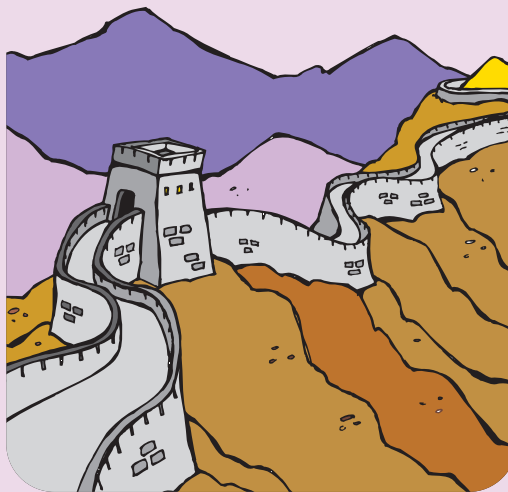
Song of the Great Wall

Great Wall, stretching mile on mile,
Out beyond thee lies our home.
Beans in blossom, ripening grain
Over heavens a shining dome.

Since the evil days have come,
Death and murder fill the land,
Children scattered, parents killed,
More than human hearts can stand.

Day and night we long for home
While our bosoms swell with rage.
At all costs we'll fight our way,
Fearing not what foes engage.

Great Wall, stretching mile on mile,
We will build another wall,
Of the faith of banded men,
All for one and one for all.



Directions: Answer these questions about the Great Wall of China.

1. How long is the Great Wall? _____
2. In what part of China is it located? _____
3. When was it built? _____
4. What do you suppose is meant by "evil days"? _____

Making Inferences: Song of the Concentration Camps

Even in the worst circumstances, songs often have the power to lift spirits and help keep hope alive. “The Peat Bog Soldiers” was first sung in Dachau, one of Hitler’s concentration camps for Jews during World War II. The job of the prisoners was—under the stern eyes of Nazi guards—to dig peat, a type of plant that was burned and used as fuel.

The Peat Bog Soldiers

Far and wide as the eye can wander,
Heath and bog are everywhere.
Not a bird sings out to cheer us,
Oaks are standing gaunt and bare.

We are the peat bog soldiers,
We’re marching with our spades to the bog.

Up and down the guards are pacing,
No one, no one can go through.
Night would be a sure death facing,
Guns and barbed wire greet our view.

But for us there’s no complaining,
Winter will in time be past.
One day we shall cry, rejoicing,
Homeland, dear, you’re mine at last.

Then will the peat bog soldiers
March no more with their spades to the bog.



Directions: Answer these questions about “The Peat Bog Soldiers.”

1. What was peat used for? _____

2. Why will the prisoners be glad when winter is past?

3. What would happen if prisoners tried to escape?

4. The “homeland” referred to in this poem is

America.

Germany.

Russia.

Comprehension: Civil War Marching Song

When soldiers march, they sometimes sing a song to help them keep in step. One of the most famous marching songs of the Civil War was the "Battle Hymn of the Republic," written in 1861 by Julia Ward Howe. Mrs. Howe wrote the song after visiting a Union army camp in the North. The words are about how God is on the side of the soldiers.

Battle Hymn of the Republic

Mine eyes have seen the glory of the coming of the Lord,
He is trampling out the vintage where the grapes of wrath are stored,
He has loosed the fateful lightning of his terrible swift sword,
His truth is marching on.

Glory, glory hallelujah! Glory, glory hallelujah!
Glory, glory hallelujah! His truth is marching on.

I have seen him in the watchfires of a hundred circling camps,
I have builded him an altar in the evening dews and damps,
I can read his righteous sentence by the dim and flaring lamps,
His day is marching on.

Glory, glory hallelujah! Glory, glory hallelujah!
Glory, glory hallelujah! His truth is marching on.

Directions: Answer these questions about the "Battle Hymn of the Republic."

1. Who wrote the "Battle Hymn of the Republic"?

2. When was the song written? _____

3. What war was in progress at the time? _____

4. Why did soldiers sing while they marched? _____

5. What did the soldiers sing about building in the evening?



Main Idea: Anthems and Songs

Directions: In one or two sentences, describe the main idea of each song.

"Song of the Great Wall" _____

"The Peat Bog Soldiers" _____

"The Star-Spangled Banner" _____



"Battle Hymn of the Republic" _____

Review

National anthems, work songs, and marching songs share some common characteristics. Perhaps the most important characteristic is that the words strike an emotional response in singers and listeners alike.

Have you ever sung “The Star-Spangled Banner” at a baseball game or other large public event? The next time you do, look around as you sing. You will see that Americans from all walks of life and all races sing the song proudly. The words to the national anthem help create a feeling of unity among people who may not have anything else in common. The same is true of the national anthems of France, England, and other countries.

Another characteristic of these types of songs is that the words are simple, the message is clear, and the tune should be easy to carry. This is not always true, of course. Many people’s voices crack during the high notes of “The Star-Spangled Banner.” But attempts to change the national anthem to “America the Beautiful” or another song with a simpler tune have always met with dismal failure. It may be hard to sing, but most Americans wouldn’t trade it for any other tune. It’s a long-held American tradition and nearly everyone knows the words. Americans love what this song stands for. They are proud to live in a country that is the “land of the free.”

Directions: Answer these questions about the characteristics of national anthems, work songs, and marching songs.



1. Explain what goes into writing a good national anthem.

2. What does our national anthem help do? _____

3. What happens each time someone tries to change the national anthem to “America the Beautiful” or another song?

4. Why do people stick with “The Star-Spangled Banner” as our national anthem?

Using Prior Knowledge: Sports

Directions: Before reading about sports in the following section, write one or two sentences telling what you know about each sport below.

Wrestling _____

Bowling _____

Volleyball _____

Tennis _____

Boxing _____

Football _____

Softball _____

Field Hockey _____

Comprehension: Wrestling Around the World

In many countries, wrestling is an honored sport. In Iceland, wrestling is called *glima*; in Switzerland, it is called *schweitzer schwingen*; and in Ireland, it is called *cumberland*. In Japan, a form of wrestling called *sumo* began in 23 B.C.

Sumo wrestling is still popular in Japan today. Wrestlers wear the traditional sumo costume of a loincloth—a piece of cloth draped across the hips and bottom—and nothing else. Sumo wrestlers are big men—their average weight is about 300 pounds. Wrestlers compete in small rings with sand floors. The object of the match is to push the opponent out of the ring.



Even in the wrestling ring, however, the Japanese are astonishingly polite. If one wrestler begins to push the other out of the ring, the other may shout, “Matta!” **Matta** is Japanese for *not yet*. At this point, the action stops and the wrestlers step out of the ring to take a break. Some wrestling matches in Japan must take a long, long time to complete!

Directions: Answer these questions about wrestling around the world.

1. What is wrestling called in Switzerland? _____
2. What is wrestling called in Iceland? _____
3. In what country is wrestling called *sumo*? _____
4. How much does an average sumo wrestler weigh? _____
5. What does **matta** mean in Japanese? _____
6. What happens if a wrestler shouts, “Matta”? _____

Comprehension: Tennis, Anyone?

Historians say a form of tennis was played outdoors in England in the 16th century. In France, the game had a much, much earlier start. Court tennis—named such because royal courts of kings played it—was played indoors about 1000 A.D. Six hundred years later, indoor tennis was still in full swing. Records show there were 2,500 indoor courts in France at that time.

French tennis players and spectators took the game seriously. In 1780, the surgeon general of the French army recommended the game as one good for the lungs and throat. Why? Because of all the loud screaming and shouting that accompanied French games!

The word *tennis* comes from the French word **tenir**, which means *take heed* or *watch out*. That's what the French yelled out centuries ago when they used huge racquets to whack balls over a sagging net. Later, when the game was adopted in England, *tenir* became *tennis*.

Tennis is said to have come to America by way of the island of Bermuda. A young American girl, Mary Outerbridge, played the game when visiting Bermuda in 1873. She brought tennis racquets, balls, and a net home to New York with her. The strange equipment puzzled customs officials (government employees who check travelers' bags to make sure they are not smuggling drugs or other substances). They reluctantly permitted Miss Outerbridge to bring the weird game to America, where it has flourished ever since!



Directions: Answer these questions about tennis.

1. In what year were there 2,500 indoor tennis courts in France?

2. In 1780, who recommended tennis as good for the lungs and throat?

3. What does the French word **tenir** mean? _____

4. In what state was tennis first played in America? _____

5. The person who brought tennis to America was

Mary Outbridge. Mary Outerbridge.

Marlene Outbridge.

Generalization: Tennis

Directions: Read each passage and circle the valid generalization.

Good tennis players know that footwork—where they place their feet—is vitally important to the game. For right-handers, when hitting a backhand stroke, face the left sideline and have the right foot set closer to the net. When hitting a forehand stroke, face the right sideline and place the left foot closer to the net. Left-handers should reverse these directions.



- Fancy footwork is the most important factor in playing good tennis.
- Feet are placed in different positions, depending on the stroke.
- For forehand strokes, put the right foot closer to the net.

How the racket is grasped, or gripped, is also important. You must hold it firmly enough so that it does not fly out of your hand. Yet you must not hold it stiffly, and you need to vary your grip. The grip for the forehand stroke, for example, is to place the fingers along the outside of the handle with the thumb around the inside. The heel of the palm should touch the rubber or metal grip at the bottom of the handle.

- As with footwork, different grips are required for different strokes.
- Always keep the heel of the palm close to the top of the racket.
- A good grip is more important than fancy footwork.

People who can afford to build their own tennis courts should have them laid out north and south. This way, the sunshine comes in from the sides and is not directly in the eyes of either player. Good drainage is also important, so water is not left standing on the court after a hard rain.

- It's important to keep sunshine to a minimum in tennis games.
- A well laid out and properly drained court is important.
- Standing water on a tennis court can be swept off.

Comprehension: Boxing History

The first known boxers were the ancient Greeks, who toughened up young men by making them box with bare fists. Later, a length of leather was wrapped around their hands and forearms to protect them. Although the sport was brutal, in ancient Greece, boxers who killed their opponents received a stiff punishment.

During the Middle Ages—from 500 to 1500 A.D.—boxing fell out of favor. It became popular in England about 100 years later, when the new middle class had the time and money for sports. Boxers would travel to matches held at inns and bars, and their loyal fans would follow. No gloves were used in the early 1600s in England. Instead, like the ancient Greeks, boxers used bare fists and—something new—wrestling holds. Carrier pigeons with messages tied to their bodies were trained to take news of the fights back to the boxers' hometowns.

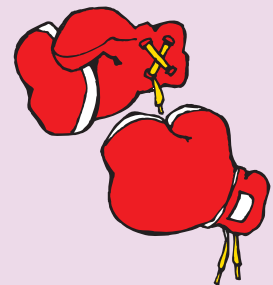
Because so many people were badly hurt or killed, padded boxing gloves began to be used in the United States around 1880. Boxing became fashionable—and safer. Harvard University offered boxing as an intramural sport in the 1880s. U.S. President Theodore Roosevelt's love of the sport helped to further popularize it. It's said that Roosevelt boxed regularly with a former heavy-weight champion named Mike Donovan.

During World War I, boxing was part of the required training for army recruits. The Golden Gloves championship matches for boys, which began in the 1930s, also helped spread the sport's popularity.

Directions: Answer these questions about boxing history.

1. What people were known as the first boxers? _____
2. During what period did boxing fall out of favor? _____

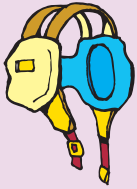
3. Which U.S. president enjoyed boxing? _____
4. In England in the 1600s, news about boxing was sent via
 telegrams. carrier pigeons. messengers.
5. The Golden Gloves championships were first offered
 in the 1930s. during World War I.
 during World War II.



Comprehension: Sports Summaries

Directions: Write a short paragraph summarizing each selection below.

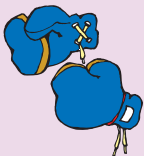
“Wrestling Around the World” _____



“Tennis, Anyone?” _____



“Boxing History” _____



Of the sports listed above, which is your favorite? Why?



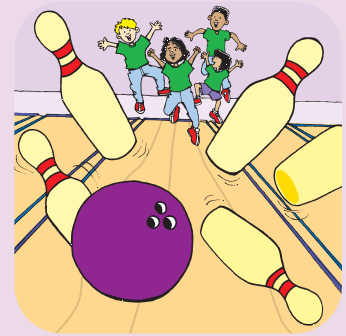
Main Idea: Bowling is a Ball

Like tennis and boxing, bowling is also a very old sport. It began in Germany about nine centuries ago. Bowling was first played outdoors with wooden pins and a bowling ball made from a rounded rock.

The first players were church members who bowled with Catholic bishops and priests. Those who bowled a good game were said to be blessed. Those who bowled poorly were believed to be sinners who should improve themselves to improve their games! The name of the game in 11th century Germany was *Kegelspiel*.

By the late 19th century, bowling was the most popular sport in Germany. A common expression for a person who had died was that he was “bowled out.”

The game was introduced to America by way of Holland, where the Dutch had learned bowling from the Germans. Some Dutch citizens brought the game to Manhattan Island in 1623. The first bowling alley—outdoors, of course—opened in New York City more than 100 years later in 1732. Today, bowling is one of the most popular American sports. People who have never put on boxing gloves or raised a tennis racquet have, at one time or another, lifted and rolled a bowling ball.



Directions: Answer these questions about bowling.

1. Circle the main idea:

Bowling is a very old and a very popular sport.

Bad bowlers are sinners who should clean up their acts.

2. Who brought bowling to the United States? _____

3. What was bowling called in Germany? _____

4. The first American bowling alley opened in 1732 in what city?

5. In 19th century Germany, what was the meaning of the expression “bowled out”?

Comprehension: Facts About Football

Like tennis courts, football fields are usually laid out in a north-south fashion so the sun doesn't shine directly into one team's eyes. The field is 120 yards long and $53\frac{1}{3}$ yards wide, with a goalpost at each end that is at least 20 feet high.

Regulation-size footballs are 11 inches long and must weigh at least 14 ounces. The object of the game is for one team of 11 to score more points than the opposing team. There are four ways to score points in football.

A touchdown, worth six points, is scored by carrying the ball across the opponent's goal line or by completing a forward pass in the opponent's end zone. When a team makes a touchdown, it gets the chance to make one or two extra points via a play executed from the three-yard line. A field goal, worth three points, is made by kicking the ball from the field over the crossbar of the opponent's goal. A way to earn two points is through a play called a safety.

Football games are 60 minutes long and are divided into four quarters of 15 minutes each. Because of all the commercials and instant replays, televised games seem much longer. For college games, the halftime shows also take a lot of time.

Traditionally, college football games are played on Saturday afternoons, and high school games are played on Friday nights. During the season, professional games are televised several nights a week, as well as on weekend afternoons!



Directions: Answer these questions about football.

1. How long is a regulation football? _____

2. How long is a football field? _____

3. How many players are on a football team? _____

4. A field goal is worth

one point.

two points.

three points.

5. A touchdown is worth

two points.

three points.

six points.

Giving Directions: Football

If you were trying to describe to someone how the game of football is played, how would you do it? Directions must be clear, direct, and accurate.



Directions: Write directions for playing football, including the scoring process and the object of the game.

Directions: Reread your directions. Do they make sense? Did you leave anything out, or does a section need rewriting to make it easier to understand? Have someone else read your directions. Ask him or her to write suggestions for changes below. Then, rewrite your directions following the suggestions.

Giving Directions: A Perfect Softball Pitch

A good softball pitcher makes the skill look effortless and graceful. In fact, there are very specific things a softball pitcher must do before, during, and after he or she throws the ball.

Before throwing, the pitcher must have both feet firmly on the ground and be in contact with the pitcher's plate for at least one second. At the beginning of the pitch, the ball must be held in both hands in front of the body. It must be held this way no longer than 20 seconds. While making the pitch, the pitcher must keep one foot on the ground. Until the ball leaves his or her hands, the pitcher cannot take more than one step toward the batter.

A correct softball pitch looks remarkably like the pitch used to throw horseshoes. As with horseshoes, there is a graceful follow-through with the hand and arm once the ball leaves the pitcher's hand.

There are several types of softball pitches. They include the drop, the slow ball, and the out-curve. The drop is the fastest pitch. The pitcher's hand is behind the ball in this pitch. For the slow ball, the pitcher grips the ball between his or her thumb and little finger. He or she puts the knuckles of the three middle fingers against the ball. When the out-curve ball is thrown, the pitcher thrusts the thumb back and rotates all his or her fingers out.



Directions: Follow these instructions about softball.

1. Give directions on what to do before pitching a softball.

2. Give directions on how to throw a slow ball.

3. Give directions on how to throw an out-curve ball.

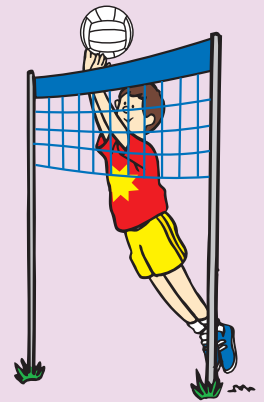
Comprehension: Volleyball

Volleyball began in Italy during the Middle Ages and was introduced to Germany in 1893. Germans called the sport *faustball*. Two years later, an American physical education teacher named William Morgan made some changes in *faustball* and brought the new game to Americans as *mintonette*.

In *faustball*, the ball was permitted to bounce twice before being hit back over the net. In *mintonette*, as in modern volleyball, no bounces were allowed. Shortly after Morgan introduced the sport, the director of a YMCA convinced him to change the name to something easier to pronounce. To volley a ball means *to keep it in the air*, and that's what volleyball players try to do.

A volleyball court is 60-feet long by 30-feet wide. It's divided in half by an eight-foot-high net. There are six players on each team, standing three by three across on each side of the net; however, the same person may not hit the ball two times in a row. If the serve is not returned, the team that served gets the point.

The most popular serve is the underhand. The server stands with the left foot forward, right knee bent, weight on the right foot. He or she leans slightly forward. The ball is in the partly extended left hand. The server strikes the ball off the left hand with the right hand. (Left-handers use the opposite hands and feet.) The first team to get 15 points wins the game.



Directions: Answer these questions about volleyball.

1. Circle the main idea:

Volleyball is a sport that requires a lot of strength.

Volleyball is a simple game with six players on opposing sides.

2. A valid generalization about volleyball is:

a. It's safe, requires little equipment, and can be played by all ages.

b. It's dangerous, difficult to learn, and appeals only to children.

c. It's dull, slow, and takes players a long time to earn 15 points.

3. Give directions on how to deliver an underhand serve.

Comprehension: Comparing Sports

Directions: Read each paragraph. Then, answer the questions comparing field hockey, basketball, and softball.

My sister is more interested in sports than I am. Last year, she lettered in field hockey, basketball, and softball. I got my exercise walking to school.

1. What sports did the writer play? _____

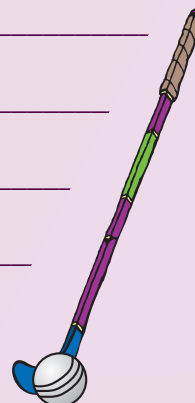
My sister's favorite sport is field hockey. Because it requires constant running up and down a field, it provides more exercise than basketball and softball. There's also more danger, because every year someone gets her teeth knocked out with a hockey stick. So far at our school, no one has lost any teeth in basketball or softball.

2. Compared to basketball and softball, field hockey provides one benefit and one danger. Name them.

On the other hand, softball players—especially those who play the outfield—can occasionally take some time to daydream. With an ace strikeout pitcher and batters who can't hit far, outfielders' gloves don't get much of a workout.

3. What sports do not allow time for daydreaming?

Write a short paragraph telling which sport you like best and why.



Review

Directions: Complete the following time lines by writing and illustrating the events that correspond with the dates.

Tennis

1000 A.D.

1600

1780

1873

Boxing

500-1500 A.D.

1600s

1880

1930

Directions: Complete the following time lines by writing and illustrating the events that correspond with the dates.

Bowling

1000 A.D.

1623

1732

Late 1800s

Volleyball

Middle Ages

1893

1895

Using Prior Knowledge: Word Origins

Directions: Before reading about word origins in the following section, answer these questions.

1. List as many foreign languages as you can.

2. From what language did the words *spaghetti*, *lasagna*, and *calzone* come?

3. From what language did the words *baguette* and *croissant* come?

4. From what language did the words *tortilla*, *taco*, and *fajita* come?

5. Do you speak a language other than English? Do you know anyone who speaks another language fluently? How did you or these other people learn these languages?

6. Why do you think the English language adopts words from so many other countries?



Comprehension: Comparing “Word Jobs”

Directions: Read each paragraph. Then, answer the questions comparing where words come from.

The study of the origin of words is called *etymology*. To track how a word got its start, etymologists trace a word’s source back as far as possible in its own language. From there, they go further back to its source in earlier languages. A lexicographer, on the other hand, is a person who compiles words, their definitions, and other facts about the words and puts them in a dictionary. The most famous U.S. lexicographer is Noah Webster, who lived between 1758 and 1843.

1. Compare the tasks of a lexicographer and an etymologist.

Some dictionaries include information about the origins of words. The information is supplied to lexicographers by etymologists. For example, if you look up the word **weasel** in a dictionary, you will see—in addition to its correct spelling and definition—information about where the word came from. The Old English word for weasel was **wesle**. It comes from the Latin root **weis**, which means *to flow out*. The “flowing out” has to do with the horrible odor weasels are capable of making. The word **weasel** really makes a lot of sense!

2. Compare the Old English spelling of **weasel** to the modern spelling. What extra letter is added in the modern spelling, and what letters are transposed (put in opposite places)?

3. Look up a word of your choice in a dictionary and write a paragraph about its etymology.

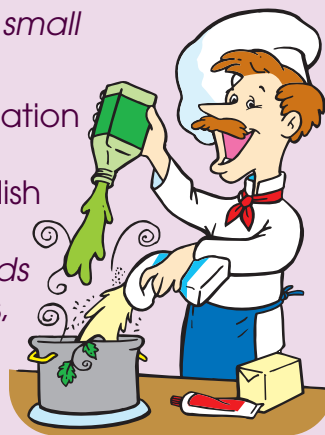
Comprehension: The Name Game

Do you know the origin of your family's last name? It's fascinating to learn where family names, called *surnames*, come from.

Many names stem from occupations. Cook, Baker, Weaver, Butcher, and Carpenter are examples of names that reflect the occupations once held by our ancestors. Less obvious occupationally related names are Collier, which is a medieval word for *coal man*, or coal miner, and Cooper. Long ago, men called *coopers* made barrels and tubs. In Middle English, cooper was spelled "couper," and collier was spelled "colyer."

Many occupational names are German in origin. Schmidt was the German occupation of an ironsmith—a man who worked with iron. Richter is German for *judge*. Kramer is German for *small shopkeeper*. Kaufman is German for *merchant*.

The family name Coward came from the occupation cow-herd. Cow-herds were people in charge of herding cows. Another interesting surname of English origin is Hayward or Heyward. Long ago, when people spoke Old English, men called *hege-weards* were in charge of guarding the hedges, or fences, around property. They were in charge of keeping cows and other animals out, just in case the cow-herd didn't do a good enough job!



Directions: Answer these questions about the origins of surnames.

1. People with which name used to make barrels and tubs?

2. What is the Old English word for people who guarded hedges?

3. Which country did the name Richter come from?

4. Which is not a German name?

Kaufman

Kramer

Collier

5. Which family name refers to shopkeeping?

Kaufman

Kramer

Collier

Writing: My Family Name

Your family name can tell you a lot about your family's history and where your ancestors came from. The family name usually comes from the father's side. Sometimes, children retain their mother's maiden name. A maiden name is the name your mother was born with before taking her husband's last name.

Directions: Ask several family members about where your family name came from. Do some research to find out its origin, from which country it originated, if it describes an occupation someone may have had long ago, and so on. Write about it below.

Directions: Now do some research about your mother's maiden name. Write about it below.

Comprehension: Comparing Word Origins

Directions: Read each paragraph. Then, answer the questions comparing where words come from.



Just as many surnames are related to occupations, the names of many animals are related to what they do or what they look like. The word **bear**, for example, comes from a very old English word that means *the brown one*. The word **raccoon** comes from an Algonquin Indian word **drakun**, which means *the scratcher*.

1. Compare the origins of the words **bear** and **raccoon**. Which is based on what the animal does and which on what the animal looks like?

The cuckoo is a creature whose name reflects the sound it makes. Spelled “cou cou” in Middle English, the cuckoo is a bird that named itself. The puffin is another bird whose name is well chosen. From the Middle English word **puffin**, this bird is named because of its round, puffy shape.

2. Compare the origins of the words **cuckoo** and **puffin**. Which name is based on what the bird looks like and which on how the bird sounds?

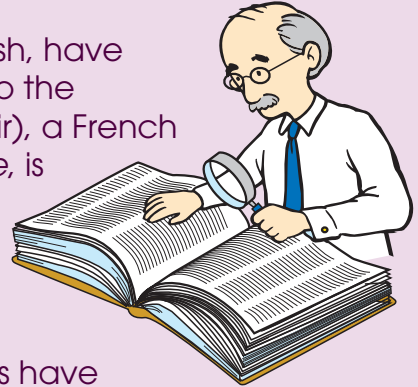
Orangutan is another interesting word. The word for this human-looking ape comes from the Malaysian words **orang** (man) and **utan** (forest). Together, the words mean *man of the forest*. This is a good description of this animal, which is found in the forests of Borneo and Sumatra. The origin of **monkey** is also interesting. It comes from the French word **mona** (ape) and the German **ke** (kin). Together, the words mean *kin of the ape*.

3. Compare the origins of the words **orangutan** and **monkey**. Which name has a root word meaning *man*, and which has a root word meaning *ape*?

Comprehension: Word Detectives

Etymologists—the people who study the origin of words—are actually detectives. What they seek is truth. The word **etymology** stems from the Greek word **etymon**, which means *true sense*. Scholars say that all languages date back to a very primitive unwritten language that etymologists call Indo-European.

Many modern languages, especially English, have incorporated untranslated foreign words into the common language. **Laissez-faire** (less-ay-fair), a French word that means *let them do as they please*, is often used to describe government trade policies. **Lamé** (lah-may), a French word for a silvery or golden cloth, is a common fashion term.



French is not the only language Americans have borrowed words from. Here are some other words Americans have taken from other countries. From Germany: *kindergarten*, *dumb*, *hoodlum*, *bagel*, *pretzel*, and *delicatessen*. From Holland: *cookies*, *snoop*, *coleslaw*, *bedspreads*, and *crullers*. From Italy: *pizza*, *macaroni*, *spaghetti*, and *mafia*.

Directions: Answer these questions about the etymology of words.

1. To what primitive unwritten language does all language date?

2. What French word means a silvery or golden cloth?

3. From what country does *hoodlum* come?

Germany

Africa

Spain

4. From what country does *snoop* come?

Germany

Spain

Holland

5. From what country does *macaroni* come?

Italy

France

Africa

Comprehension: Comparing Word Origins

Directions: Read each paragraph. Then, answer the questions comparing where words come from.

The etymologies of the names of diseases and vaccines is an interesting thing to know about. The etymology of the word **penicillin** is an obvious one. Penicillin, an antibiotic used to treat infections, comes from a fungus called *penicillium*. **Penicillium** is a Latin term meaning *pencil-like*. The shape of the fungus from which penicillin is derived is shaped like a pencil.

1. Compare the spellings of the antibiotic and the fungus. How are the word endings different?

Anthrax is a deadly cattle disease that can be spread to humans. It is characterized by black sores. The name **anthrax** comes from the Middle English word **antrax**, which means *virulent ulcer*. The Greek meaning of the word is *burning coal*.

2. Compare the Greek meaning and the Middle English meaning of the word **anthrax**. Which meaning refers to what the disease actually is? Which refers to what it feels and looks like?

3. Think of two other diseases you would like to know more about. Use the dictionary to look up their etymologies. Write about them below.

Making Inferences: Reference Books

Directions: In the box are four different kinds of reference books. On the line under each question, write which book you would use to find the information. Some information can be found in more than one reference.

encyclopedia almanac dictionary thesaurus

1. A list of words that mean the same as *strong*.

2. How much rain fell in Iowa in the year 1992?

3. What part of speech the word **porch** is.

4. How many different types of hummingbirds there are.

5. Weather patterns in Texas for the last two years.

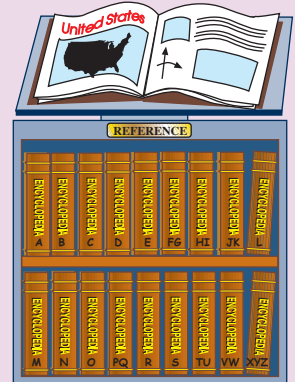
6. A list of words that mean the opposite of *cold*.

7. Who invented the telescope?

8. How to pronounce the word **barometer**.

9. How many syllables the word **elephant** has.

10. What the difference is between African and Asian elephants?



Making Inferences: Encyclopedias

Directions: Read each question. Then, check the answer for where you would find the information in an encyclopedia.

1. If you wanted to grow avocado pits on a windowsill, under which topic should you look?

window

avocado

food

2. To find information about the Cuban revolution of 1959, which topic should you look up?

Cuba

revolution

1959

3. Information about Rudolph Diesel, the inventor of the Diesel engine, would be found under which topic?

engine

Diesel

inventor

4. If you wanted to find out if the giant panda of China was really a bear or a raccoon, what should you look up?

bear

China

panda



5. Under which topic should you look for information on how to plant a vegetable garden?

plant

vegetable

gardening

6. To find out if World War I was fought only on European soil, which topic should you look up?

Europe

World War I

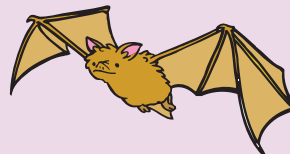
war

7. Under which topic should you look for information on how bats guide themselves in the dark?

guide

flying

bat



Here's a quick and interesting rundown on some common words:

- The **saxophone** was named after its inventor, Adolphe Sax, who created it in 1840.
- The **teddy bear** was named after President Theodore Roosevelt, whose nickname was Teddy.
- **Moon** is based on the Middle English word **mone**, which comes from an older Greek word meaning *month*.
- **Spider** comes from the Middle English word **spithre**, which means *to spin*. That's exactly what spiders do to make their webs!
- **Pigeon** comes from the ancient French word **pijon**, which means *peeping*. That's one of the things pigeons do!
- **Cradle** comes from the Middle English word **cradel**, which means *little basket*. This word didn't change much over the years.



Directions: Answer these questions about where common words come from.

1. Which word originally meant *peeping*? _____
2. Whom was the saxophone named after? _____
3. What was the Middle English word for spider? _____
4. Whom was the teddy bear named after? _____
5. Compare the origins of **saxophone** and **teddy bear**. What do they have in common?

Directions: Check the best answer for where to find information in an encyclopedia.

1. If you wanted to find out who invented the television, under which topic would you look?

television television history inventions

2. If you wanted to find out about the Battle of Gettysburg, under which topic would you look?

Civil War famous battles Gettysburg

3. If you were curious about where most dinosaur fossils have been found, under which topic would you look?

dinosaurs finds fossils

4. If you wanted to learn about Greek mythology, under which topic would you look?

Greece folktales mythology

Directions: Check the resource book you would use to find the following information.

1. How to play checkers

almanac dictionary encyclopedia

2. An example sentence using the word **breathe**

encyclopedia thesaurus dictionary

3. How many inches of snow fell in the Colorado Rockies last year

encyclopedia almanac thesaurus

4. How many syllables are in the word **justification**

almanac thesaurus dictionary

Comparison: A way to show how things are alike or different.

Comprehension: Understanding what is seen, heard, or read.

Epitaph: A verse written on a tombstone, very popular in the past.

Fact: Information that can be proven true.

Gaelic Lullaby: An ancient Irish or Scottish song some parents sing as they rock their babies to sleep.

Generalization: A statement that applies to many different situations.

Giving Directions: Providing clear information explaining how to do or create something.

Imagery: A picture that comes into the reader's mind when reading certain words.

Limerick: A humorous verse consisting of five lines with the first, second, and fifth lines rhyming, and the third and fourth lines rhyming.

Main Idea: The most important idea, or main points, in a sentence, paragraph, or story.

Making Inferences: Being able to come to conclusions based on what is suggested in the text.

Opinion: Information that tells how someone feels or what he or she thinks about something or someone.

Personification: A figure of speech in which human characteristics are given to an animal or object.

Proverb: A bit of advice for daily life.

Recalling Details: Being able to pick out and remember the who, what, when, where, why, and how of what is read.

Using Prior Knowledge: Being able to use what one already knows to find an answer or get information.

Venn Diagram: A diagram used to chart information that shows similarities and differences between two things.

Comprehension: History of Gymnastics 3

Gymnastics were first performed in ancient Egypt with acrobatics. By the 2nd century B.C., a sport called bull leaping, which involved gymnastic moves, had become popular in Crete. Men and women alike would compete in the sport by running toward a charging bull and then using its horns to propel themselves into the air. They would complete various flips and then befall landing on the bull's back.

The Greeks spent much time participating in gymnastics. They believed that one not only had to have a strong mind but also a strong body.

In the early 1800s, the German Friedrich Ludwig Jahn developed a set of exercises that utilized several movable pieces of equipment designed to improve self-discipline and strength. These exercises became very popular, and today, Jahn is known as the father of modern gymnastics.

About the same time, Swedish gymnast Pehr Henrik Ling developed a program that placed emphasis on coordination and rhythm through the use of hoops, balls, and clubs. This program was widely used by the Swedish people.

When German and Swedish immigrants came to the United States in the 19th century, they brought their love of gymnastics with them. However, gymnastics did not reach popularity in the United States until the mid-1900s.

Directions: Answer these questions about the history of gymnastics.

1. What were the accomplishments of Jahn and Ling in the field of gymnastics?

John developed a set of exercises using immobile equipment. Ling developed a program that emphasized coordination and rhythm.

2. What were some uses for gymnastics in ancient cultures?

Answers may include: sports, military training, school physical education, improve self-discipline, coordination, and strength.

3

Recalling Details: Floor Exercises 4

Have you ever seen gymnasts perform? Their grace and strength are beautiful to see! Good gymnasts make their activities look easy—they never sweat or strain. In reality, it takes enormous strength, ability, and flexibility to perform as a gymnast.

All a gymnastics competitor, male athletes perform these activities: floor exercises, pommel horse, rings, vault, parallel bars, and horizontal bar. Female athletes perform vault, balance beam, floor exercises, and uneven bars. Among these, floor exercises require the most grace and creativity.

Floor exercises are performed in an area that is 39 feet long by 39 feet wide (12 meters by 12 meters). Each gymnast must stay within these lines, if so much as a toe strays outside the area, the judges deduct points from the gymnast's score.

The performance, called a routine, usually must last only 60 to 70 seconds. Each gymnast's routine must include certain jumping and tumbling activities, or moves. Among these are somersaults, jumps, and backward and forward handspings. Each move must lead naturally into the next so that the routine looks like it flows together instead of a series of random hops and leaps. Music helps set the pace for each gymnast's routine. Because each gymnast chooses different music, it also helps to make each routine distinctive.



Directions: Answer these questions about gymnastics.

1. Name three skills good gymnasts must possess.

Answers include: strength, ability, flexibility, coordination, grace, creativity.

2. A gymnastic performance is called a

stunt competition routine

3. Which is not part of a floor routine?

jumps rings handspings


4

Using Prior Knowledge: Gymnastics 5

Directions: Based on what you have read and what you already know, answer these questions about gymnastics.

1. Which three abilities do you believe a gymnast must have to be successful?

Answers will vary.



2. Compare and contrast gymnastics with another sport.

3. Is gymnastics a sport of strength? Why or why not?

5

Fact and Opinion 6

A **fact** is information that can be proven true. An **opinion** is information that tells how someone feels or what he or she thinks about something or someone.

Directions: Read each sentence. Then, draw an X in the box to tell whether it is a fact or an opinion.

1. Gymnasts are the most exciting athletes to watch! Fact Opinion

2. Because their sport requires a lot of body strength, gymnasts must have very strong arms and legs. Their stomach muscles and the muscles in their feet must also be in good condition. Fact Opinion

3. To do handstands, gymnasts must support the weight of their upside-down bodies by holding their heads flat and their arms straight. Their legs must be pulled straight up. Fact Opinion


4. With a little practice, I think anyone could learn to do a handstand. Fact Opinion

5. A somersault is more difficult than a handstand. Fact Opinion

6. A somersault requires starting and stopping from a standing position after making a 360-degree turn in the air. Fact Opinion

7. I'll bet not many people can do a good somersault! Fact Opinion

8. Some of the different kinds of somersaults are backward somersaults, sideways somersaults, and something called a bent-body somersault.




6

Comprehension: Nastia Liukin 7

Nastia Liukin was born in 1989 in Moscow, Russia. When she was two years old, she moved to the United States with her parents, both former champion gymnasts. She and her family moved to New Orleans before settling in Texas.

Nastia began gymnastics at age three. She would often hang around the gym with her parents, who were coaches, and showed a talent for the sport of an early age. Nastia began senior competition in 2005, when she won her first National Championships competition and earned gold medals on the uneven bars and balance beam.

In 2008, the Summer Olympics were held in Beijing, China. Nastia competed in balance beam, uneven bars, floor exercises, and vault, earning a gold medal with a clean performance in all four events. Her performance on the uneven bars earned her the highest score in the entire Olympic games that year. Overall, she won a total of five medals at the Beijing Olympic games.



Directions: Answer these questions about Nastia Liukin.

1. List two accomplishments of Nastia Liukin. Won National Championships in 2005; earned five medals at the 2008 Summer Olympics.

2. In a short paragraph, summarize Nastia's career.

Answers will vary.


7

Comprehension: Warming Up 8

Because no balls, incense, or balls are used, some people mistakenly believe that gymnastics is not a dangerous sport. Although major injuries don't happen often, broken legs—as well as broken necks and backs—can occur. The reason they don't happen frequently is that gymnasts follow safety rules that help prevent accidents.

One thing gymnasts are careful to do every time they practice their sport is to first warm up their muscles. Warm-ups are exercises that gently stretch and loosen the muscles before subjecting them to tension and strain. Warm-ups help the muscles gradually expand and stretch so they move efficiently during vigorous exercise. Without a warm-up of 15 to 30 minutes, it's possible that unworked muscles will be dangerously pulled or strained. Because muscle injury can interfere with, or even stop, an athlete's performance, experienced gymnasts never skip or rush through their warm-ups.

Another thing gymnasts do to help prevent accidents is to use spotters when they practice. Spotters are people, usually other gymnasts, who stand beside gymnasts when they are practicing new movements. If gymnasts had the wrong way or begin to fall, spotters grab them to prevent injury. Spotters also often offer helpful advice and instant feedback on gymnast performances.



Directions: Answer these questions about gymnastics.

1. Name two things gymnasts can do to prevent accidents.

use spotters, warm-up exercises

2. Name three things spotters can do to help gymnasts.

catch them to prevent falls, offer advice, and feedback

3. Which is not a good length of time for a gymnast to warm up?

five minutes 15 minutes 30 minutes

4. Which is the injury most likely to happen to a gymnast?

broken leg broken back pulled muscle

8

Comprehension: The Rings

When gymnastics became popular at the beginning of the century, ring moves requiring great strength were the most admired routines. Half a century later, after World War II, ring routines grew to include swinging moves as well. Today, performance on rings is divided into two categories.

The first category includes moves that emphasize strength, such as holding the legs out straight while pushing the body up with the arms. In the second category are swinging moves which display quick and graceful movement. Illustrations were the first gymnasts to perform a swinging move on rings. Their performance of the wheel—a full body flip—or the 1962 Olympics met with tremendous applause.

As with floor exercises, pommel horse, vault, parallel bars, and horizontal bar, mastery of the rings requires a lot of practice. The final goal of all gymnastics routines is to combine a variety of moves into a performance that shows strength, flexibility, and creativity.

Directions: Answer these questions about gymnastics.

1. Compare ring moves of the turn of the century to ring moves after World War II.
Early—required great strength. After WWII—strength as well as quick and graceful moves.
2. Compared to the illustrations, what did the other gymnasts of the 1962 Olympics lack?
a full body flip
3. Which moves are in the second category of ring moves?
swinging moves like a full body flip or wheel
4. Name six types of gymnastic activities.
floor exercises vault horizontal bars pommel horse parallel bars rings

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9

10 Comprehension: Ring Moves

Gymnasts who excel at ring moves must have very strong arms and shoulders. However, gymnastics coaches warn against weightlifting as a way to prepare for using the rings. Why? Because ring moves require a delicate combination of balance, coordination, and strength. Muscular strength alone is not enough. Coaches say those who test build their muscles weightlifting tend to rely too much on strength and not enough on balance. As a result, their ring performances are not very graceful.

When doing ring moves, gymnasts must support their entire weight with their arms. If you think this is easy, try doing 10 chin-ups in a row on monkey bars. After the third one—if you get that far—you will become a respectful observer of the ring event.

An especially difficult ring move is the wheel. While hanging from the rings, the gymnast turns his body in a full 360-degree circle—a slow flip. Another difficult move is the hanging swing out. In this move, the gymnast gets in a handstand position on the rings, then swings down and out by bending and stretching his legs.

At the end of a ring routine, which includes several moves, a gymnast often gets off the rings via a somersault dismount. As he falls the back of the upward movement of a forward swing, he does a somersault in the air before landing with both feet on the floor. The somersault dismount provides a dramatic conclusion to a gymnast's amazingly graceful show of strength and coordination.

Directions: Answer these questions about ring moves.

1. Why do coaches warn against weightlifting for ring moves?
Rings require balance, coordination, and strength.
2. Which ring move requires a gymnast to turn in a 360-degree circle?
the full body flip or wheel
3. In the hanging swing out, the gymnast first gets in a handstand position. gets in a wheel position.

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10

11 Fact and Opinion

Directions: Read each sentence. Then, draw an X in the box to tell whether it is a fact or an opinion.

1. Gymnastics is probably the world's most exciting sport.
 Fact Opinion
2. Floor exercises in gymnastics include such moves as the sea-n-dive to a forward roll, back handspring, forward handspring, the round off, and the backward roll to a handstand with a heel.
 Fact Opinion
3. These sound very complicated to me!
 Fact Opinion
4. Moves used on the rings include the basic hand swing, the forward hanging turn, the forward swing upstep, and something called the pommel.
 Fact Opinion
5. Whew! I'll bet the pommel is really hard!
 Fact Opinion
6. On the horizontal bar, gymnasts learn to do something called the kip and the Hecht dismount.
 Fact Opinion
7. My guess is the Hecht dismount is done when the gymnast gets off the bar.
 Fact Opinion
8. If you're a screechy cat, that's probably your favorite move!
 Fact Opinion

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11

12 Making Inferences: Comparing Exercises

Directions: Read each paragraph. Then, answer the questions.

1. The rings and floor exercises in gymnastics require different kinds of skills. The most obvious difference between the two is that the feet touch the floor in floor exercises.

What do the feet touch in a ring event?
nothing until the dismount

2. Both floor exercises and rings require graceful movement and the ability to move smoothly from one move to another. Ring moves require great strength in the arms and shoulders. Floor exercises require the gymnast to be sure-footed.

Do floor exercises require great arm and shoulder strength?
yes

Do the rings (prior to dismounting) require the gymnast to be sure-footed?
no

3. Because they tend to have stronger upper bodies, men do better in ring exercises than women. However, many spectators think that women are more exciting performers of floor exercises.

Compared to men, what do women excel at in gymnastics?
floor exercises

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12

13 Review

Directions: Fill in the blanks with the appropriate words from the box.

routine	spotters
weightlifting	warm-ups
flexion	floor
balance	music
grace	handstand
body	wheel

1. Gymnastics require not only strength but also **grace** (or **balance**).
2. A **handstand** requires balance while supporting the weight of the body with the hands and arms while upside down.
3. The illustrations were the first to perform a **wheel** on the rings.
4. Many coaches do not advise **weightlifting** for gymnasts who wish to perform on the rings.
5. **Spotters** are people who assist gymnasts when they are practicing.
6. Gymnasts use **music** to help set the pace and mood of their routines.
7. Gymnasts must have a strong **body** in order to perform.
8. Exercises done before a routine are called **warm-ups**.
9. **Floor** exercises are performed in an area which is 25 feet by 25 feet.
10. A gymnast's performance is called a **routine**.
11. Gymnasts should warm up for at least **fifteen** minutes.
12. The balance beam demands great **grace** (or **balance**) and concentration.

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13

14 Using Prior Knowledge: Poetry

Directions: Before reading about poetry in the following section, answer these questions.

1. Have you ever written a poem? If so, was it difficult to do? Why or why not?
Answers will vary.
2. Write a poem with rhyming verses.

3. Write a poem with unrhymed verses.

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14



Comprehension: "Singing" 15

Of speckled eggs the birds sing
And nests among the trees;
The sailor sings of ropes and things
In ships upon the seas.
The children sing in far Japan,
The children sing in Spain;
The organ with the organ man
Is singing in the rain.
—Robert Louis Stevenson



Directions: Answer these questions about the poem.

- What is the correct definition of **speckled**?
 cracked spotted round
- Where is the sailor singing? Ships upon the seas.
- Why do you think the children are singing?
Answers will vary.
- Where else might you hear people singing?
Answers will vary.

Answers will vary.

15

Comprehension: "The Ant and the Cricket" 16

A silly young cricket, who decided to sing
Through the warm sunny months of summer and spring,
Began to complain when he found that at home
His **cupboards** were empty and winter had come.
At last by starvation the cricket made bold
To hop through the wilderness snow and the cold.
Awake he sat off to a **miserly** ant
To see if to keep him alive he would grant
Bitter from rain, a mouthful of grain.
"I wish only to borrow—I'll repay it tomorrow—
If not, I must die of starvation and sorrow!"
Said the ant to the cricket, "It's true I'm your friend,
But we ants never borrow, we ants never lend.
We ants store up crumbs so when winter comes
We have just enough food to keep ants alive."



Directions: Use context clues to answer these questions about the poem.

- What is the correct definition of **cupboards**?
 where books are stored where food is stored
 where shoes are stored
- What is the correct definition of **miserly**?
 selfish and stingy generous and kind
 mean and ugly
- In two sentences, describe what the poet is trying to say with this poem.
Answers will vary.

Answers will vary.

16

Comprehension: "The Elf and the Dormouse" 17

Under a toadstool
Cried a wee elf
Out of the rain
To shelter himself.
Under the toadstool
Sounded asleep
Sat a big dormouse
All in a heap.
Sounded the wee elf
Frightened, and yet
Feeling to fly away
Lest he get wet.
So the next shelter
Maybe a mill
Sudden the wee elf
Landed a wee smile.

Suggested "If the toadstool
Topped in two,
Holding it over him
Gaily he flew.
Soon he was safe home,
Dry as could be,
Soon woke the dormouse
"Good gracious me!"
"Where is my toadstool?"
Loud he lamented,
And that's when umbrellas
First were invented."
—Oliver Herford



Directions: Use context clues or a dictionary to answer these questions about the poem.

- The humorous poem tells about what invention? umbrellas
- What is the correct definition of **lamented**? to say sadly
- Write a two-verse poem below describing the invention of a useful object.
Answers will vary.

Answers will vary.

17

Comprehension: "The Eagle" 18

Personification is a figure of speech in which human characteristics are given to an animal or object.
Example: The trees danced in the wind.
Trees do not dance; therefore, the trees are being personified.

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Dang'd with the **oboe** winds, he stands,
The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.
—Alfred, Lord Tennyson



Directions: Answer these questions about the poem.

- What is the correct definition of **oboe**? blue
- Which phrases in the poem show personification?
crooked hands, wrinkled sea, ... crawls, he stands
- Explain what one of these phrases actually means.
Answers will vary.
- What is the author trying to say in the last line of the poem?
The eagle is powerful and swoops down from the sky very quickly.


Answers will vary.

18

Comprehension: Proverbs 19

Proverbs are bits of advice for daily life. The following proverbs were written by Benjamin Franklin in 1732. They were published in *Poor Richard's Almanack*.

- Keep conscience clear,
Then never fear.
- Little strokes
Fall great oaks.
- From a slip of foot you may soon recover,
But a slip of the tongue you may never get over.
- Doing an injury puts you below your enemy;
Reverging one makes you but even with him;
Forgiving I help you above them.



Directions: Explain the meaning of each proverb.

- You don't have to worry if you do nothing wrong.
- Persistence can accomplish great deeds. Break large jobs into smaller ones.
- If you say the wrong thing at the wrong time, it may change your life.
- If you hurt someone, you are less of a person. If you seek revenge, you are as bad as your enemy. If you forgive, you are a better person.

Answers will vary.

19

Comprehension: Limericks 20

A **limerick** is a humorous verse consisting of five lines, the first, second, and fifth lines rhyme, and the third and fourth lines rhyme.

Old Man From Peru
There was an old man from Peru,
Who discovered he was eating his shoe.
In the midst of the night
He awoke in a fright
And—good grief—it was perfectly true.

Old Man From Dorsetting
There was an old man from Dorsetting,
Who doozed a bus bound for Ealing,
He sat on the door,
"Please don't get on the floor."
So he stood up and sat on the ceiling.



Directions: Answer these questions about these silly limericks.

- In "Old Man From Peru," what was perfectly true?
He was eating his shoe.
- How did the old man from Peru feel when he awoke?
frightened
- In "Old Man From Dorsetting," what is Ealing?
a city in England
- Write your own silly limerick below.
Answers will vary.

Answers will vary.

20

Comprehension: "The Tyger" 21

Imagery is a picture that comes into the reader's mind when reading certain words.

Super! Tiger leaping bright
In the forests of the night,
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies,
Burnt the fire of thine eyes?
On what winged feet he may,
What his head steps like the eel?

And what shoulder, and what art,
Could turn the snow of the hair,
To such a wondrous gleam?
What dread hand? and what dread feet?

What the hammer? what the anvil?
In what furnace was thy brood?
What the soil? what great grand
Dew-drops from the heavens' fall?

When didst thou draw from God's store,
A creature so marvellous to compare?
How soon was I asked, "What little thing,
Did he who made the lamb, make thee?"

Tiger! Tiger! burning bright
In the forests of the night,
What immortal hand or eye,
Could frame thy fearful symmetry?

—William Blake

Directions: Use context clues or a dictionary to answer these questions about the poem.

1. What is the correct definition of **immortal**?
eternal, undying
2. What is the correct definition of **symmetry**?
in balance—one side the same as the other
3. What is the correct definition of **aspire**?
to be eager to achieve
4. What is some imagery in this poem?
Answers will vary.



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21

Comprehension: Old Gaelic Lullaby 22

A **Gaelic lullaby** is an ancient Irish or Scottish song some parents sing as they rock their babies to sleep.

Hush! The waves are rolling in,
Drift with foam, white with foam,
Father works and the din,
But baby sleeps of Home.

Hush! The winds roar hoarse and deep—
On they come, on they come,
Brother seeks the wandering sheep,
But baby sleeps of Home.

Hush! The rain sweeps over the fields,
Where coffee room, where coffee room,
Sister goes to seek the cow,
But baby sleeps of Home.

Directions: Answer these questions about the Gaelic Lullaby.

1. What is Father doing while baby sleeps? Father is working.
2. What is Brother doing? Brother is looking for the wandering sheep.
3. What do we assume Mother is doing? Answers will vary.
4. Is it quiet or noisy while Father works?
 quiet noisy
5. Which is not mentioned in the poem?
 wind sunshine
 waves rain



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22

Comprehension: "The Lark and the Wren" 23

"Goodnight, Sir Wren!" said the little lark,
"The daylight fades; it will soon be dark.
I've sung my hymn to the pointing sky,
So now I fly to my quiet den
In yonder meadow—Goodnight, Sir Wren!"

"Goodnight, poor Lark," said the naughty wren,
With a flick of his wing toward his happy friend.
"I take you to my nest **perched**
But not to sleep on the cold, damp ground,
The fittest place for a bird like me
Is the happy **bough** of a tall pine tree."

Directions: Use context clues to answer these questions.

1. What is the correct definition of **hymn**?
 whisper song opposite of her
2. What is the correct definition of **naughty**?
 happy friendly pompous
3. What is the correct definition of **perched**?
 restless deep uncomfortable
4. What is the correct definition of **bough**?
 to bend over tree rock tree branch
5. Write another verse of the poem.
Answers will vary.



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23

Review 24

Directions: Complete the following exercises.

1. Define the following terms. Then, write an example of your own that illustrates each term.
personification: Answers will vary.
imagery: _____
proverb: _____
rhyme: _____
2. Name two lullabies you know: _____
3. Why do you think poets like to write about nature?

4. Many songs start out as poems. Listen to one of your favorite songs. Is it written in rhyme? Does it express the writer's thoughts on a certain subject? What subject?

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24

Using Prior Knowledge: Abraham Lincoln and the Civil War 25

Directions: Before reading about Abraham Lincoln and the Civil War in the following section, answer these questions.

1. The Civil War began because _____
Answers will vary.
2. Abraham Lincoln is famous today because _____

3. The Gettysburg Address begins with the famous line: "Four score and seven years ago . . ." What does this mean?

4. How did Abraham Lincoln die?

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25

Main Idea: The Gettysburg Address 26

On November 19, 1863, President Abraham Lincoln gave a short speech to dedicate a cemetery for Civil War soldiers in Gettysburg, Pennsylvania, where a famous battle was fought. He wrote five drafts of the Gettysburg Address, one of the most stirring speeches of all time. The war ended in 1865.

Four score and seven years ago, our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that this nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—the ground. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or deduct. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave their last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people shall not perish from this earth.

Directions: Answer the questions about the Gettysburg Address.

1. Circle the main idea:
This speech will be long remembered as a tribute to the dead who died fighting in the Civil War.
This speech is to honor the dead soldiers who gave their lives so that the nation could have freedom for all citizens.




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Comprehension: The Gettysburg Address 27

Directions: Use context clues or a dictionary to answer these questions about the Gettysburg Address.

1. What is the correct definition of **conceived**? to form an idea
2. What is the correct definition of **civil**? pertaining to a community, country, or civilians
3. What is the correct definition of **consecrate**? bless
4. What is the correct definition of **devotion**? dedication to
5. What is the correct definition of **resolve**? end, finish, to find a solution
6. What is the correct definition of **vain**? without cause or reason
7. What is the correct definition of **perish**? to die
8. In your own words, what point was President Lincoln trying to make?
Answers will vary.



27

Comprehension: The Emancipation Proclamation 28

On September 22, 1862, 1 year before delivering the Gettysburg Address, President Lincoln delivered the Emancipation Proclamation, which stated that all slaves in Confederate states should be set free. Since the Confederate states had already **seceded** (withdrew) from the Union, they ignored the proclamation. However, the proclamation did strengthen the North's war effort. About 200,000 Black men—mostly former slaves—enlisted in the Union Army. Two years later, the 13th Amendment to the Constitution ended slavery in all parts of the United States.



1. Abraham Lincoln, do order and declare that all persons held as slaves within said **designated** States and parts of States are, and henceforward shall be free, and that the Executive Government of the United States, including **military** and **naval** authorities thereof, shall recognize and maintain the freedom of said persons.

And I hereby engage upon the people so declared to be free to **obtain** from all violence, unless in necessary self-defense; and I recommend to them that, in all cases where allowed, they labor faithfully for reasonable wages.

And I further declare and make known that such persons of suitable condition will be received into the armed forces of the United States to **garrison** forts, positions, stations, and other places, and to man **vessels** of all sorts in said service.

(This is not the full text of the Emancipation Proclamation.)

Directions: Answer the questions about the Emancipation Proclamation.

1. How did the Emancipation Proclamation strengthen the North's war effort?
About 200,000 Black men enlisted in the Union army.
2. Which amendment to the Constitution grew out of the Emancipation Proclamation?
The 13th Amendment
3. **Secede** means to
 quit fight withdraw

28

Comprehension: The Emancipation Proclamation 29


Directions: Use context clues or a dictionary to answer these questions about the Emancipation Proclamation.

1. What is the correct definition of **designated**? appointed
2. What is the correct definition of **military**? an army
3. What is the correct definition of **naval**? related to warships
4. What is the correct definition of **obtain**? keep away from, refrain from
5. What is the correct definition of **garrison**? a fort
6. What is the correct definition of **vessels**? ship
7. In your own words, what did the Emancipation Proclamation accomplish?
Answers will vary.

29

Recalling Details: Proclamation Puzzler 30

Directions: Use the facts you learned about the Emancipation Proclamation to complete the puzzle.



AMENDMENT
UNION
NORTH

Across:

4. The 13th ____ was a result of the Emancipation Proclamation.
6. People who did not believe in slavery belonged to the ____.
6. the part of the country to which slaves escaped

Down:

1. the part of the country slaves left
2. the president read the Emancipation Proclamation
3. The Emancipation Proclamation urged slaves to join the Union ____.

30

Comprehension: Lincoln and the South 31

Many people think that Abraham Lincoln publicly came out against slavery from the beginning of his term as president. This is not the case. **Whisper** his private feelings, he did not criticize slavery publicly. **Fearful** that the southern states would secede, or leave, the Union, he pledged to respect the southern states' rights to own slaves. He also pledged that the government would respect the southern states' **sanctity** about laws. These laws required all citizens to return runaway slaves to their masters.

Clearly, Lincoln did not want the country torn apart by a civil war. In the following statement, written in 1861 shortly after he became president, he made it clear that the federal government would do its best to avoid conflict with the southern states.

I hold that, in **contemplation** of the universal law and the Constitution, the Union of these States is perpetual. . . . No State, upon its own mere motion, can lawfully get out of the Union. . . . I trust I take care, as the Constitution itself expressly enjoins upon me, that the laws of the Union be faithfully executed in all the States. . . . The power conferred to me will be used to hold, protect, and possess the property and persons belonging to the government, and to collect the duties and imposts.

In your hands, my distinguished fellow-citizens, and not in mine, is the momentous issue of civil war. The government will not **assail** you. You can have no conflict without assailing being the aggressor. You have no oath registered in heaven to destroy the government, while I shall have the most solemn one to "preserve, protect, and defend" it.

Directions: Use context clues for these definitions.

1. What is the correct definition of **contemplation**? meditation, considering before making a decision
2. What is the correct definition of **assail**? to attack, to confront

Directions: Answer these questions about Lincoln and the southern states.

3. Lincoln is telling the southern states that the government
 does want a war. doesn't want a war.
 will stop a war.

31


Comprehension: Away Down South in Dixie 32

Although many southerners disapproved of slavery, the pressure to go along with the majority who supported slavery was very strong. Many of those who thought slavery was wrong did not talk about their opinions. It was dangerous to do so.

The main reason the southern states seceded from the union in 1861 was because they wanted to protect their right to own slaves. They also wanted to increase the number of slaves so they could increase production of cotton and other crops that slaves tended. Many Civil War monuments in the South are dedicated to a war that was described as "just and holy."

"Dixie," a song written in 1859 that is still popular in the South, sums up the attitude of many southerners. As the song lyrics show, southerners sympathized not with the Union representing all the states, but with the South and the southern way of life.

Dixie
 1) Well I was in Dixie, Hoo-ray! Hoo-ray!
 2) Dixie land! I'll take my stand
 To live and die in Dixie.
 Away, daisy, daisy down south in Dixie!
 Away, daisy, daisy down south in Dixie!
 (This is not the full text of the song.)



Directions: Answer these questions about southerners and "Dixie."

1. Why did southerners who disapproved of slavery keep their opinions to themselves?
It was dangerous to express their opinions.
2. Why did southerners want more slaves? to increase production of cotton and other crops
3. What "stand" is referred to in "Dixie"?
 stand for slavery stand against slavery
 stand for cotton

32

Fact and Opinion **33**

Directions: Read each sentence. Then, draw an X in the box to tell whether it is a fact or opinion.

- "Dixie" is a beautiful song! Fact Opinion
- It was written in 1859 by a man named Daniel Emmett, who died in 1924. Fact Opinion
- The song became a rallying cry for southerners because it showed where their loyalties were. Fact Opinion
- I think their loyalty to slavery was absolutely wrong! Fact Opinion
- These four states where people owned slaves did not secede from the Union: Delaware, Maryland, Kentucky, and Missouri. Fact Opinion
- The people in these states certainly made the right moral choice. Fact Opinion
- Sometimes, brothers fought against brothers on opposite sides of the war. Fact Opinion
- What a horrible situation to be in! Fact Opinion



Master Skills Reading Comprehension Grade 6

33


Recalling Details: The Civil War **34**

Although they were outnumbered, most southerners were convinced they could win the Civil War. The white population of the southern states that had seceded from the Union was 5.5 million. The population was 18.1 million in the 17 states that stayed with the Union. Despite these odds, southerners felt victory was on their side.

After all, the colonists had been the underdog against the Brits and had won the War of Independence. Europeans also felt that Lincoln could not force the South to rejoin the Union. The United Netherlands had successfully seceded from Spain. Greece had seceded from Turkey. Europeans were laying odds that two countries would take the place of what had once been the United States.

Directions: Answer the question and complete the puzzle about the Civil War.

- Circle the main idea:
Although they were outnumbered, many people here and abroad felt the South would win the Civil War.
Because they were outnumbered, the South knew winning the Civil War was a long shot.



Across:

- They won the War of Independence against England.
- Did Europeans believe the South would win the war?
- _____teen states belonged to the Union.

Down:

- Slave owners lived in this area of the country.
- The president during the Civil War.
- To withdraw from the Union.

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34

Recalling Details: Abraham Lincoln **35**

Directions: Complete the following exercises.

- Describe two accomplishments of Abraham Lincoln.
Answers will vary.

2. Complete the time line by writing the events. *Sample written answers:*

1861	1862	1863	1864	1865
Southern Lincoln gives Lincoln 13th states	Emancipation gives Amendment	Confederate Proclamation, Gettysburg to the War from the Address, Constitution ended, Union, ends slavery		

- In your opinion, what could Lincoln have done differently to end the Civil War sooner?
Answers will vary.


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35

Fact and Opinion **36**

Directions: Read each sentence. Then, draw an X in the box to tell whether it is a fact or an opinion.

- Lincoln warned the southern states that they could not legally leave the Union. Fact Opinion
- I believe Lincoln thought the northern states were the best because they did not have slaves. Fact Opinion
- I think Lincoln did the right thing, didn't you? Fact Opinion
- The issues that sparked the Civil War were complicated and difficult ones. Fact Opinion
- It would take a historian to really understand them! Fact Opinion
- The "disaffected fellow-countrymen" Lincoln refers to in his statement lived in the southern states. Fact Opinion
- Lincoln did his personal best to hold the country together, but it didn't do one bit of good. Fact Opinion
- The Confederate States of America had already been organized in February 1862, a month before Lincoln was sworn in as president. Fact Opinion



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Review **37**

Directions: Complete the following exercises.

- List five adjectives that describe Abraham Lincoln.
Answers will vary.
- List four adjectives that describe the Civil War.
- Using what you've learned about Abraham Lincoln and the Civil War, write a two-paragraph summary of events from 1861 to 1865.

Master Skills Reading Comprehension Grade 6

37

Using Prior Knowledge: Photography **38**

Do you like to take photographs? Many people record events such as vacations, weddings, birthdays, and other special occasions by taking pictures. Although most people are amateurs, some people make photography their career.

Directions: Before reading about photography in the following section, answer these questions.

- Do you enjoy taking photographs? What do you enjoy photographing?
Answers will vary.
- What are the differences between an amateur photographer and a professional?
- Why do people say that "a picture is worth a thousand words"?
- Describe the best picture you've ever taken.



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39

Comprehension: Fun With Photography

The word **photography** means writing with light. **Photo** is from the Greek word **photos**, which means light. **Graphy** is from the Greek word **graphic**, which means writing. Cameras don't merely write pictures, of course. Instead, they imprint an image onto a piece of film or small computer chip.

When choosing a camera, the two options are generally digital or a conventional film camera. A digital camera has a built-in computer that captures the light sent through the lens and records the image electronically. Digital cameras are simple and convenient; however, many professional photographers prefer the film camera for its better picture quality.

Even the most sophisticated film camera is basically a box with a piece of light-sensitive film inside. The box has a hole at the opposite end from the film. The light enters the box through the hole—the camera's lens—and shines on the surface of the film to create a picture. The picture that's created on the film is the image the camera's lens is pointed toward.

A lens is a circle of glass that's thinner at the edges and thicker in the center. The outer edges of the lens collect the light rays and draw them together at the center of the lens.

The **aperture** helps control the amount of light that enters the lens. Too much light will make the picture too light. Too little light will result in a dark picture. Electronic flash—either built into the camera or attached to the top of it—provides light when needed.

Directions: Answer these questions about photography.

- From what language is the word **photography** derived?
Greek
- Where is the camera lens thickest? in the center
- What do the outer edges of the lens do? collect the light rays and draw them together to the center of the lens.
- When is a flash needed? when there isn't enough light
- What does the aperture do? It helps control the amount of light that enters the lens.

More Skills Reading Comprehension Grade 6

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40

Comprehension: Photography Terms

Like other good professionals, photographers make their craft look easy. Their skill-like that of the graceful ice skater—comes from years of practice. Before skates develop a sense of balance, photographers develop an eye for pictures. They can make important technical decisions about photographing or shooting a particular scene in the handling of an eye.

It's interesting to know some of the technical language that professional photographers use. Angle of view refers to the angle from which a photograph is taken. Depth of field is the distance between the nearest point and the farthest point that is in focus in a photo.

Filling the frame refers to the amount of space the object being photographed takes up in the picture. A close-up picture of a dog, flower, or person would fill the frame. A far-away picture would not.

ASA refers to the speed of different types of film. Speed means the film's sensitivity to light. The letters ASA stand for the American Standards Association. Film manufacturers give their film ratings of 200ASA, 400ASA, and so on to indicate film speed. The higher the number on the film, the higher its sensitivity to light, and the faster its shutter. The faster its speed, the better it will be at clearly capturing toothbrushes and other action shots.

Directions: Answer these questions about photography terms.

- Name another term for photographing. shooting
- What is the distance between the nearest point and the farthest point that is in focus in a photo?
depth of field
- What refers to the speed of different types of film? ASA
- A close-up picture of someone's face would
 - provide depth of field.
 - create an ASA.
 - fill the frame.
- To photograph a swimming child, which film speed is better?
 - 200ASA
 - 400ASA

More Skills Reading Comprehension Grade 6


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41

Recalling Details: Photography Puzzler

Directions: Use the facts you have learned about photography to complete the puzzle.

S E N S I T I V I T Y
 S H U T T E R
 T I M E
 E Y E
 L
 I
 G H T
 A S A



Answers:

- A film's speed indicates its ASA to light.
- Abbreviation for the American Standards Association
- Good photographers develop an eye for pictures.

Notes:

- Meaning of the Greek word **photos**
- Control the amount of light entering the lens
- This term refers to the film's sensitivity to light.
- Would a close-up picture of a cat fill the frame?

More Skills Reading Comprehension Grade 6

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42

Comprehension: Photographing Animals

Animals are a favorite subject of many young photographers. Cats, dogs, hamsters, and other pets top the list, followed by zoo animals and the occasional bird.

Because it's hard to get them to sit still and perform on command, some professional photographers refuse to photograph pets. There are ways around the problem of short attention spans, however.

One way to get an appealing portrait of a cat or dog is to hold a biscuit or treat above the camera. The animal's longing look toward the food will be captured by the camera as a soulful gaze. Because it's above the camera—out of the camera's range—the treat won't appear in the picture. When you show the picture to your friends afterward, they'll be impressed by your pet's loving expression.

You can also take some good, quick shots of a pet by simply snapping a picture right after calling its name. You'll get a different expression from your pet using this technique. Depending on your pet's disposition, the picture will capture an inquisitive expression or possibly a look of annoyance, especially if you've overlooked bowls from a night.

Taking pictures of zoo animals requires a little more patience. After all, you can't walk up to a lion. You may have to wait for a while until the animal does something interesting or moves into a position for you to get a good shot. When photographing zoo animals, don't get too close to the cages, and never tap on the glass or throw things between the bars of a cage! Concentrate on shooting some good pictures, and always respect the animals you are photographing.

Directions: Answer these questions about photographing animals.

- Why do some professionals dislike photographing animals?
because it's difficult to get them to sit still.
- To capture a pet's loving expression, hold this out of camera range.
a treat
- Compared to taking pictures of pets, what does photographing zoo animals require?
more patience

More Skills Reading Comprehension Grade 6

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43

Generalization: Taking Pictures

A **generalization** is a statement that applies to many different situations.

Directions: Read each passage and circle the valid generalization.

Most people can quickly be taught to use a simple camera. However, it takes time, talent, and a good eye to learn to take professional-quality photographs. Patience is another quality that good photographers must possess. Those who photograph nature often will wait hours to get just the right light or shadow in their pictures.

a. Anyone can learn to use a camera.

b. Any patient person can become a good photographer.

c. Good photographers have a good eye for pictures.

Photographers such as Diane Arbus, who photograph strange or odd people, also must wait for just the right picture. Many people photograph stunts on a busy city sidewalk and study faces in the crowd. Then, they must keep up quickly and ask to take a picture or inevitably take one without being observed. Either way, it's not an easy task!

a. Stating out a busy sidewalk is a boring task.

b. People photographers must be patient people and good observers.


c. Sneak photographs is not a nice thing to do to strangers.

Whether the subject is nature or humans, many photographers insist that dawn is the best time to take pictures. The light is clear at the early hour, and mist may still be in the air. The mist gives these early morning photos a haunting, other-world quality that is very appealing.

a. Morning mist gives an unusual quality to most outdoor photographs.

b. Photographers often agree that dawn is the best time to take pictures.

c. Misty light is always important in taking pictures.



More Skills Reading Comprehension Grade 6

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44

Comprehension: Camera Care


Camera dealers say many amateur photographers should take better care of their cameras. Too often, people carelessly leave expensive cameras lying out where young children or pets can get hold of them. They fall to our cameras back into the carrying cases that protect them. They take them to the beach and leave them lying in the sand. Another way people ruin their cameras is by leaving them for days inside a hot car.

Because they must carry so many attachments, professional photographers keep their cameras inside large, soft shoulder bags. These bags provide extra protection for the camera, which is also protected by its camera case.

Inside the bag are compartments for film, extra lenses, and other attachments. Other equipment inside a professional photographer's bag may include the following: lens hood, cable release, filters, cleaning cloth, and screwdriver. A photographer's bag is filled with all sorts of interesting things: flashlights, pens, tapes, and sometimes a sandwich for lunch may fill out the odd assortment of objects. In addition, many photographers carry a tripod to set the camera on for still pictures. Can you see why photographers study develop strong arm and shoulder muscles?

Directions: Answer these questions about caring for and storing cameras.

- Name four ways people abuse their cameras.
leave them unattended, leave them in a hot car, let children get at them, let pets get at them.
- What do professional photographers carry their equipment in?
large, soft shoulder bags.
- Which of the following is not in a photographer's bag?
 - lens hood
 - tripod
 - lens filters
- Photographers often develop which set of muscles?
 - leg and feet
 - arms and shoulders
 - head and neck



More Skills Reading Comprehension Grade 6

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Generalization: Camera Care 45

Directions: Read each passage and circle the valid generalization.

Professional photographers know it's important to keep their cameras clean and in good working order. Amateur photographers should make sure their cameras are clean. However, to take good care of your camera, you must first understand the equipment. Camera shop owners say at least half the "defective" camera people bring in simply need to have the battery changed.

- Cameras are delicate and require constant care so they will work properly.
- Many problems amateurs have are caused by lack of familiarity with their equipment.
- Amateur photographers don't know how their cameras work.

Once a year, some people take their film cameras to a shop to be cleaned. Most never have them cleaned at all. Those who know how can clean their cameras themselves. To avoid scratching the lens, they should use the special cloths and tissues professionals rely on. Amateurs are warned never to loosen screws, bolts, or nuts inside the camera.

- The majority of amateur photographers never bother to have their cameras cleaned.
- Cleaning a camera can be tricky and should be left to professionals.
- It's hard to find the special cleaning cloths professionals use.

Another simple tip from professionals is to make sure your camera works before you take it on vacation. That way, if necessary, you'll have time to have the lens cleaned or other repairs made.

- Check out your camera before you travel to make sure it's in good working order.
- Vacation pictures are often disappointing because the camera needs to be repaired.
- Take of least one extra camera along on every vacation.



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Generalization: Using a Darkroom 46

The room where film photographs are developed is called a darkroom. Can you guess why? The room must be dark so that light does not get on the film as it is being developed. Specially colored lights allow photographers to see without damaging the film. Because of the darkness and the chemicals used in the developing process, it's important to follow certain darkroom safety procedures.

To avoid shocks while in the darkroom, never touch light switches with wet hands. To avoid touching chemicals, use tongs to transfer prints from one chemical solution to another. When finished with the chemicals, put them back in their bottles. Never leave chemicals out in trays once the developing process is complete.


To avoid an irritation from chemicals, wipe down all countertops and surfaces when you are finished. Another safety precaution—make sure you have everything you need before exposing the film to begin the developing process. Any light that enters the darkroom can ruin the pictures being developed.

Directions: Answer these questions about using a darkroom.

- Which generalization is correct?
 - Developing pictures is a time-consuming and difficult process.
 - It's dangerous to develop pictures in a darkroom.
 - Sensitive safety procedures are important for darkroom work.
- Write directions for working with photography chemicals.

Use tongs to transfer prints from one chemical solution to another. Put chemicals away when finished. Clean surfaces when you finish.
- What is the most important precaution to take to make sure pictures aren't ruined in the darkroom?

The room must be kept dark while developing photographs.



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46

Review 47

Directions: Circle the missing word for each sentence.

- Pictures are developed in a _____.
 - ASA
 - darkroom
 - photo
 - professional
- The Greek word _____ means light.
 - photo
 - lens
 - shooting
 - sting the frame
- An _____ photographer is one who takes pictures for his or her own enjoyment.
 - darkroom
 - amateur
 - sting the frame
 - shooting
- A _____ is a three-legged stand for a camera.
 - tipod
 - shutter
 - professional
 - sting the frame
- The _____ holds control the amount of light that enters the lens.
 - sting the frame
 - angle of view
 - shutter
 - professional
- A _____ photographer has usually had formal training and takes pictures as his or her job.
 - professional
 - sting the frame
 - shooting




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47

Review 48

Directions: Circle the missing word for each sentence.

- The Greek word _____ means writing.
 - photo
 - amateur
 - graphic
 - professional
 - amateur
 - ASA
- The distance between the nearest point and the farthest point in a photo is called the _____.
 - graphic
 - shutter
 - depth of field
 - ASA
- _____ refers to the angle from which a photograph is taken.
 - Photo
 - Angle of view
 - Lens
 - speed
 - shooting
 - graphic
 - speed
- The _____ of the film is its sensitivity to light.
 - tipod
 - amateur
 - speed
- _____ collects the light rays and draws them together at the center.
 - shutter
 - lens
 - ASA
- Taking a picture is often referred to as _____.
 - shooting
 - graphic
 - speed



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Using Prior Knowledge: Dinosaurs 49

Everyone is intrigued by dinosaurs. Their size, ferocity, and sudden disappearance have fueled scientific investigations for well over a century.

Directions: Before reading about dinosaurs in the following section, answer these questions.

- Describe what you know about meat-eating dinosaurs.

Answers will vary.
- Describe what you know about plant-eating dinosaurs.
- Which dinosaur most intrigues you? Why?

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Main Idea: Small Dinosaurs 50

When most people think of dinosaurs, they visualize enormous creatures. Actually, there were many species of small dinosaurs—some were only the size of chickens.

Like the larger dinosaurs, the Latin names of the smaller ones usually describe the creature. A small but fast species of dinosaur was *Saltopus*, which means leaping foot. An adult *Saltopus* weighed only about two pounds and grew to be approximately two feet long. Fossils of the dinosaur, which lived about 200 million years ago, have been found only in Scotland.

Another small dinosaur with an interesting name was *Compsognathus*, which means pretty jaw. About the same length as the *Saltopus*, the *Compsognathus* weighed about three times more. It's unlikely that these two species knew one another, since *Compsognathus* remains have been found only in France and Germany.

A small dinosaur whose remains have been found in southern Africa is *Coelophosus*, which means Coelomo food. The lizard-like dinosaur was named only partly for its appearance. The last part of its name is based on the place its remains were found—Laethra, in southern Africa.


Directions: Answer these questions about small dinosaurs.

- Circle the main idea.

People who think dinosaurs were big are completely wrong.

There are several species of small dinosaurs, some weighing only two pounds.
- How much did *Saltopus* weigh? about two pounds
- Which dinosaur's name means pretty jaw?

Compsognathus



Master Skills Reading Comprehension Grade 6

50

Comprehension: Dinosaur History **51**

Dinosaurs are so popular today that it's hard to imagine the not-always-being-cool. The fact is, no one had any idea that dinosaurs ever existed until about 150 years ago.

In 1831, a British scientist named Richard Owen coined the term *Dinosauria* to describe several sets of recently discovered large fossil bones. *Dinosauria* is Latin for "terrible lizards," and even though some dinosaurs were similar to lizards, modern science now classifies dinosaurs as birds. Today's birds are thought to be the closest relatives to the dinosaurs.

Like birds, most dinosaurs had fairly long legs that extended straight down from beneath their bodies. Because of their long legs, many dinosaurs were able to move fast. They were also able to balance themselves well. Long-legged dinosaurs, such as the Iguanodon, needed balance to walk upright.

The Iguanodon walked on its long hind legs and used its stubby front legs as arms. On the end of its arms were five hoof-like fingers, one of which functioned as a thumb. Because it had no front teeth for tearing meat, scientists believe the Iguanodon was a plant eater. Its large, flat back teeth were useful for grinding tender plants before swallowing them.

Directions: Answer these questions about the history of dinosaurs.

- How were dinosaurs like today's birds? most had fairly long, straight legs that extended straight down beneath their bodies
- The man who coined the term *Dinosauria* was
 - Owen Richards
 - Richard Owens
 - Richard Owen
- Which of these did the Iguanodon not have?
 - short front legs
 - front teeth
 - back teeth
- List other ways you can think of that dinosaurs and birds are alike. Answers will vary.

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Recalling Details: Dinosaur Puzzle **52**


Directions: Use the facts you have learned about dinosaurs to complete the puzzle.

Across:

- The dinosaur had five hoof-like fingers on its short front legs.
- Dinosaur with flat back teeth were _____ eaters.
- Because of where their legs were positioned, dinosaurs had good _____.

Down:

- Most dinosaurs had _____ legs.
- The word *Dinosauria* means "terrible _____."
- A bone that has been preserved for many years.
- Dinosaurs were not always as _____ as they are now.
- Iguanodons walked on their _____ legs.
- Richard _____ coined the term *Dinosauria*.
- Dinosaurs are closely related to today's _____.



Master Skills Reading Comprehension Grade 6

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Comprehension: Tyrannosaurus Rex **53**

The largest meat-eating animal ever to roam Earth was *Tyrannosaurus rex*. It is Latin for "king," and because of its size, *Tyrannosaurus* certainly was at the top of the dinosaur heap. With a length of 46 feet and a weight of seven tons, there's no doubt this dinosaur commanded respect.


Unlike smaller dinosaurs, *Tyrannosaurus* wasn't tremendously fast on its huge feet. It could stomp along at a walking speed of two to three miles an hour. Not fast, considering *Tyrannosaurus* was pulling along a body that weighed 10,000 pounds! Like other dinosaurs, *Tyrannosaurus* walked upright, probably balancing its 16-foot-long head by lifting its massive tail.

Compared to the rest of its body, *Tyrannosaurus'* front claws were tiny. Scientists aren't really sure what the claws were for, although it seems likely that they may have been used for holding food. In that case, *Tyrannosaurus* would have had to lower its massive head down to its short claws to take anything in its mouth. Maybe it just used the claws to scratch nearby flesh.

Because of their low metabolism, dinosaurs did not require a lot of food for survival. Scientists speculate that *Tyrannosaurus* ate one of those huge pieces of meat—usually the carcass of another dinosaur—for several weeks. What do you suppose *Tyrannosaurus* did the rest of the time?

Directions: Answer these questions about *Tyrannosaurus rex*.

- Why was this dinosaur called rex? It means king.
- How long was *Tyrannosaurus rex*? about 46 feet
- Tyrannosaurus* weighed
 - 10,000 lb.
 - 12,000 lb.
 - 14,000 lb.
- Tyrannosaurus* ate
 - plants
 - bark
 - other dinosaurs.



Master Skills Reading Comprehension Grade 6

53

Generalization: Dinosaur Characteristics **54**

Directions: Read each passage and circle the valid generalization.

Not surprisingly, *Tyrannosaurus* had huge teeth in its massive head. They were six inches long! Because it was a meat eater, *Tyrannosaurus'* teeth were sharp. They looked like spikes. In comparison, the long-necked, plant-eating *Mamenchisaurus* had a tiny head and small, flat teeth.

a. Scientists can't figure out why some dinosaurs had huge teeth.
b. *Tyrannosaurus* was probably sceler looking than *Mamenchisaurus*.
c. Sharp teeth would have helped *Mamenchisaurus* chew better.

Dinosaur names often reflect their size or some other physical trait. For example, *Compsognathus* means pretty jaw. *Saltopus* means leaping foot. *Leaelifreax* means lizard from Iceland.

a. Of the three species, *Leaelifreax* was probably the fastest.
b. Of the three species, *Compsognathus* was probably the fastest.
c. Of the three species, *Saltopus* was probably the fastest.

Edmontosaurus, a huge three-ton dinosaur, had 1,000 teeth! The teeth were cemented into chewing pads in the back of *Edmontosaurus'* mouth. Unlike the sharp teeth of the meat-eating *Tyrannosaurus*, this dinosaur's teeth were flat.

a. *Edmontosaurus* did not eat meat.
b. *Edmontosaurus* did not eat plants.
c. *Edmontosaurus* moved very fast.



Master Skills Reading Comprehension Grade 6

54

Comprehension: Dinosaur Fossils **55**

Imagine putting together the world's largest jigsaw puzzle. That's what scientists who reassemble the fossil bones of dinosaurs must do to find out what the creatures looked like. Fossilized bones are embedded or stuck in solid rock, so scientists must get the bones out of the rock without breaking or damaging them. This task requires enormous patience.


In addition to hammers, drills, and chisels, sound waves are used to break up the rock. The drills, which are similar to high-speed dental drills, cut through the rock very quickly. As the bones are removed, scientists begin trying to figure out how they attach to one another. Sometimes, the dinosaur's skeleton was preserved just as it was when it died. This, of course, shows scientists exactly how to reassemble it. Other times, parts of bones are missing. It then becomes a guessing game to decide what goes where.

When scientists discover dinosaur fossils, it is called a find. A particularly exciting find in 1978 occurred in Montana, when for the first time, fossilized dinosaur eggs, babies, and several nests were found. The species of dinosaur in this exciting find was *Makoussus*, which means good mother land. From the size of the nest, which was 23 feet, scientists speculated that the adult female *Makoussus* was about the same size.

Unlike birds' nests, dinosaur nests were not made of sticks and straw. Instead, since they were land animals, nests were made of dirt hollowed out into a bowl shape. The *Makoussus*' nest was three feet deep and held about 30 eggs.

Directions: Answer these questions about dinosaur fossils.

- Name four tools used to remove dinosaur bones from rock. hammers, drills, chisels, sound waves
- What do scientists do with the bones they remove? They try to reassemble them.
- The type of dinosaur fossils found in Montana in 1978 were
 - Makoussus
 - Makous
 - Makoussus
- When scientists discover dinosaur fossils, it is called a
 - found
 - find
 - nest



Master Skills Reading Comprehension Grade 6

55

Comprehension: All About Dinosaurs **56**

Directions: Write a short paragraph answering each of the following selectors.

"Small Dinosaur" _____ Answers will vary.

"Dinosaur History" _____

"Dinosaur Fossil" _____

Master Skills Reading Comprehension Grade 6

56

Generalization: Plant-Eating Dinosaurs 57

Directions: Read each passage and circle the valid generalization.

Many of the plant-eating dinosaurs belonged to a common species called sauropods. Most sauropods were very large. They had long, sharp teeth and they formed herds to search for food. They used their long necks to reach the top branches of trees, where the most tender leaves grew.

a. Their size, teeth, and long necks made sauropods perfectly suited to their environment.

b. The sauropods' pig-like teeth were not well suited to eating meat.

c. Vegetation dinosaurs needed short necks and sharp teeth to survive.

Sauropods were not the only dinosaurs that traveled in herds. Sets of different-sized fossilized dinosaur footprints discovered in Texas show that other types of dinosaurs also traveled together. The footprints—23 sets of them—were of another plant-eating dinosaur: the Apolloniasaurus.

a. All dinosaurs traveled in herds because they needed companionship.

b. It appears that some plant-eating dinosaurs traveled in herds.


c. Traveling in herds offered dinosaurs protection and friendship.

Not all plant-eating dinosaurs were huge. The Hypsilophodon was only about 6.5 feet tall. It stood on its two back legs and, because of its smaller size, probably ran away from danger.

a. The Hypsilophodon didn't stand a chance against bigger dinosaurs.

b. The Hypsilophodon could not eat from the tops of tall trees.

c. The Hypsilophodon was cowardly and always ran from danger.



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57

58 **Comprehension: Dinosaur Tracks**

Some scientists refer to dinosaurs' fossilized tracks as footprints in time. The tracks that survived in Texas for 120 million years had been made in sand or mud. These large footprints were of the Apolloniasaurus. The footprints were more than three feet apart.

Although Apolloniasaurus had a long, heavy tail, there is no sign that the tail hit the ground along with the feet. Scientists speculate that the place where the tracks were found was once a riverbed, and that Apolloniasaurus' tail floated in the water and thus left no tracks. Another theory is that the dinosaur always carried its tail out behind it. This second theory is not as popular, because scientists say if it weren't for the dinosaur would consistently carry its long, heavy tail off the ground when Apolloniasaurus rested, for example, the tail would have left its mark.

Besides Texas, fossilized tracks have been found in England, Canada, Australia, and Brazil. Some tracks have also been found in New England. The tracks discovered in Canada were quite a thrill. They showed a pattern made by 40 species of dinosaurs. In all, about 1,700 fossilized footprints were discovered. Maybe the scientists uncovered what millions of years ago was a dinosaur playground!



Directions: Answer these questions about dinosaur tracks.

1. Circle the main idea.

Fossilized dinosaur tracks provide scientists with information from which to draw conclusions about dinosaur size and behavior.

Fossilized dinosaur tracks are not very useful because so few have been found in the United States.

2. Explain how a dinosaur might have crossed a river without its tail leaving a track.

It may have floated.

3. Name five countries where dinosaur tracks have been found.

England, Canada, Australia, Brazil, and U.S.

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58

Review 59

Directions: Reread the following sections. Then, write the main idea of each.

"Small Dinosaurs" Answers will vary.

"Dinosaur History"

"Tronodactylus rex"

"Dinosaur Feeds"

"Dinosaur Tracks"

Master Skills Reading Comprehension Grade 6

59

60 **Using Prior Knowledge: World Cities**

Directions: Before reading about world cities in the following section, write one or two sentences telling what you know about each city below.

London, England Answers will vary.

Berlin, Germany

Sydney, Australia

Cairo, Egypt

Washington, D.C., United States

Ottawa, Canada

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60

Creative Writing: London 61

- London is the capital of England.
- Over 6.5 million people live in London.
- Over 60 percent of the people who live in London are employed in service industries. About 10 percent are employed in manufacturing and engineering.
- London is one of Europe's largest seaports.
- London has many historic sites, including Westminster Abbey, Houses of Parliament, Big Ben, and Buckingham Palace.
- Buckingham Palace is the residence of the queen of England, Queen Elizabeth II.



Directions: Using the above information, create a tourist article describing London. Do some research and add other interesting information.

Answers will vary.

When you think of England, what comes to mind?

Would you like to visit London? Why or why not?

Master Skills Reading Comprehension Grade 6

61

62 **Creative Writing: Berlin**

- Berlin is the capital of Germany.
- The population of Berlin is over 3.5 million people.
- Berlin's inland harbor is connected to the Baltic Sea.
- This country was once divided into East and West Germany after World War II. East Germany was Communist and West Germany was a Democracy.
- The majority of people living in Berlin are employed in manufacturing.
- Interesting sites in Berlin include the Brandenburg Gate, the State Opera House, Pergamon Park, and the Philharmonic Concert Hall.



Directions: Using the above information, create a tourist article describing Berlin. Do some research and add other interesting information.

Answers will vary.

When you think of Germany, what comes to mind?

Would you like to visit Berlin? Why or why not?

Master Skills Reading Comprehension Grade 6

62

63

Making Inferences: Sydney

- Sydney is the capital of New South Wales, Australia.
- Manufacturing is a strong industry in Sydney. The city is also the headquarters of many large companies.
- Sydney is the major port of southeastern Australia.
- Sydney is Australia's largest city.
- The discovery of gold in 1851 increased Sydney's population. The population today is over three million people.
- Interesting sites in Sydney include the Sydney Opera House, the Sydney Harbour Bridge, and the Australia Square Tower, which is the country's largest skyscraper.

Directions: Answer these questions about Sydney.

1. Why is manufacturing a strong industry in Sydney, as well as other major cities?

It is the headquarters of many large companies, a major port, and the largest city.

2. Gold was discovered in Australia in what year? 1851

3. When you think of Australia, what comes to mind?

Answers will vary.

4. Would you like to visit Sydney? Why or why not?

Answers will vary.

Master Skills Reading Comprehension Grade 6

63

64

Making Inferences: Cairo

- Cairo is the capital of Egypt.
- Cairo is the largest city of not only Egypt, but all of Africa and the Middle East.
- The population of Cairo is almost seven million people.
- Cairo is the cultural center for the Islamic religion.
- Cairo is a major industrial site for Egypt.
- Cairo is a port on the Nile River near the head of the Nile delta.
- Interesting sites include the Egyptian Museum, the Sphinx, the pyramids, and the City of the Dead.

Directions: Answer these questions about Cairo.

1. All the major cities discussed so far, including Cairo, have a soapport. Historically speaking, what is the importance of having access to the sea?

Answers will vary.

2. Cairo has a population of almost seven million people. What are some problems that could arise from having such a large population?

1) _____

2) _____

3) _____

3. Would you like to visit Cairo? Why or why not?

Master Skills Reading Comprehension Grade 6

64

65

Creative Writing: Washington, D.C.

- Washington, D.C., is the capital of the United States.
- The population of Washington, D.C., is over 600,000 people in the city itself. Many people who work in Virginia and Maryland.
- One-third of the people employed in Washington, D.C., work for the federal government.
- The Potomac and Anacostia Rivers join in Washington, D.C.
- Interesting sites include the White House, the Vietnam Veterans Memorial, the Lincoln Memorial, the Washington Monument, and the United States Capitol Building.

Directions: Using the above information, create a tourist article describing Washington, D.C. Do some research and add other interesting information.

Answers will vary.

When you think of Washington, D.C., what comes to mind?

Would you like to visit Washington, D.C.? Why or why not?

Master Skills Reading Comprehension Grade 6

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66

Making Inferences: Ottawa

- Ottawa is the capital of Canada and is located in Ontario.
- The federal government employs most people in the city. Manufacturing is another large employer.
- The Rideau Canal connects Ottawa to Lake Ontario.
- The population of Ottawa is over 300,000 people.
- Points of interest include the Peace Tower, Parliament Buildings, the Royal Canadian Mint, and the Canadian Museum of Nature.

Directions: Answer these questions about Ottawa.

1. Who employs the most people in Ottawa, Canada?

the federal government

2. What body of water connects Ottawa to Lake Ontario?

Rideau Canal

3. In order from largest to smallest, list the six cities you have read about and their populations.

Cairo	seven million
London	6.5 million
Berlin	3.5 million
Sydney	three million
Washington, D.C.	600,000
Ottawa	300,000

4. Canada is the United States' neighbor to the north. What problems could arise due to a shared border?

Answers will vary.

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66

68

Review

Directions: Using page 67 as a guide, complete the Venn diagram comparing Washington, D.C., and London, England. Then, write a two-paragraph compare and contrast essay.

Compare and Contrast Essay

Answers will vary.

Master Skills Reading Comprehension Grade 6

68

69

Review

Directions: Using page 67 as a guide, complete the Venn diagram comparing Sydney, Australia, and Cairo, Egypt. Then, write a two-paragraph compare and contrast essay.

Compare and Contrast Essay

Answers will vary.

Master Skills Reading Comprehension Grade 6

69

70 **Using Prior Knowledge: Anthems and Songs**

Directions: Before reading about anthems and songs in the following section, answer these questions.

- How do national anthems help pull a country together?
Answers will vary.
- Describe what you know about how and why "The Star-Spangled Banner" was written.

- What is your favorite anthem or song?


- What images do the words of your favorite anthem or song bring to mind? Why do you like it?



70

Comprehension: Our National Anthem **71**

Written in 1814 by Francis Scott Key, our American national anthem is strong, beautiful, and difficult to sing. Key wrote the song while aboard a ship off the coast of Maryland, where one long night he watched the gunfire from a British attack on America's Fort M'Henry. The following morning, he wrote "The Star-Spangled Banner" when, to his great joy, he saw the American flag still flying over the fort—a sign that the Americans had not lost the battle.



The Star-Spangled Banner
 Oh say, can you see, by the dawn's early light,
 What so proudly we hail of the **twilight's** last gleaming?
 Whose broad stripes and bright stars, thro' the perilous light,
 O'er the ramparts we watch, it wave so **galantly** shining?
 And the rockets' red glare, the bombs bursting in air,
 Gave proof thro' the night that our flag was still there,
 O say, does that star-spangled banner yet wave
 O'er the land of the free and the home of the brave?
 Oh, the shore dimly seen thro' the mist of the deep,
 Where the foe's **haughty** host in dread silence reposes,
 What is that which the breeze, o'er the towering steep,
 As it flung blows, half conceals, half discloses?
 Now it catches the gleam of the morning's first beam,
 In full glow reflected, now shines on the stream:
 'Tis the star-spangled banner, O, long may it wave
 O'er the land of the free and the home of the brave!

Directions: Answer these questions about the first two verses of "The Star-Spangled Banner."


- Who wrote "The Star-Spangled Banner"? Francis Scott Key
- What is "The Star-Spangled Banner"? the American national anthem
- In what year was the song written? 1814
- Tell what is meant by the lines "... the rockets' red glare, the bombs bursting in air/Gave proof thro' the night that our flag was still there."
He would see the U.S. flag flying by the light of the rockets and bombs.

71

72 **Comprehension: "The Star-Spangled Banner"**

Directions: Use context clues or a dictionary to answer these questions about "The Star-Spangled Banner."


- What is the correct definition of **sparkled**? glittering material
- What is the correct definition of **twilight**? early evening, dusk
- What is the correct definition of **ramparts**? walls of a fort
- What is the correct definition of **galantly**? bravely, proudly
- What is the correct definition of **haughty**? proud
- Why do you think United States citizens only sing the first verse of "The Star-Spangled Banner"?
Answers will vary.
- What war was being fought when the song was written?
The War of 1812



72

Comprehension: The British National Anthem **73**

The tune of "God Save the King" is that of a folk song dating back nearly five centuries. The American song "My Country 'Tis of Thee" is sung to the same tune. The author of the words to Great Britain's unofficial national anthem is unknown. Historians say the words became popular in the middle of the 18th century, when "God Save the King" was sung in theaters throughout London. Today, because Elizabeth is queen, it is sung as "God Save the Queen."



God Save the King
 God save our **gracious** King, long live our noble King,
 God save the King! Send him **victories**, happy, and glorious,
 Long to **reign** over us,
 God save the King!
 O Lord and God arise, scatter his enemies,
 And make them fall, **confound** their politics,
 Frustrate their **knavish** tricks, O then our hopes we fix,
 God save the King!
 Thy choicest gifts in store, on him be pleased to pour,
 Long may he reign! May he defend our laws,
 And ever grant us cause to sing with heart and voice,
 God save the King!

Directions: Answer these questions about "God Save the King."

- In verse one, name three major things the song asks God to do for the king.
live long, be victorious, happy and glorious
- In verse two, what is wished for the king's enemies?
scatter the enemies, make them fall, confound their politics, frustrate their knavish tricks
- In verse two, on whom do the people pin their hopes?
 King God themselves
- In verse three, whom do the people want to defend their laws?
 King God themselves

73

74 **Comprehension: "God Save the King"**

Directions: Use context clues or a dictionary to answer these questions about "God Save the King."

- What is the correct definition of **gracious**? showing good character, manners, or appearance
- What is the correct definition of **victorious**? one who wins
- What is the correct definition of **reign**? rule
- What is the correct definition of **confound**? confuse
- What is the correct definition of **knavish**? cheating


Directions: Write a compare and contrast essay on the contents of the United States and Great Britain.
Answers will vary.



74

Recalling Details: National Anthems Puzzler **75**

Directions: Use the facts you have learned about the American and British national anthems to complete the puzzle.



Across:

- The first thing God was asked to do to the king's enemies.
- "What so proudly we hailed of the _____'s last gleaming."
- "Long may he _____."
- God was also asked to make the king's enemies _____.


Down:

- How the light in "The Star-Spangled Banner" is described.
- First name of the author of "The Star-Spangled Banner."
- Stars and stripes were galantly flying.
- Same tune: "God Save the King" and "My Country 'Tis of _____."

75

76 **Comprehension: "America the Beautiful"**

Written in 1896 by Katherine Lee Bates, "America the Beautiful" is another very popular patriotic song. It is so popular, in fact, that some people would like to see it replace "The Star-Spangled Banner" as the United States' national anthem. Ms. Bates was inspired to write the song while visiting Colorado, where she was struck by the splendor of the mountains. Today, "America the Beautiful" remains a **tribute** to our country's natural beauty.



America the Beautiful
Oh beautiful for spacious skies,
For amber waves of grain,
For purple mountain **majesties**
Above the fruited plains,
America! America!
God shed His grace on thee,
And crown the good
With softestood,
From sea to shining sea!

Directions: Use context clues or a dictionary to answer these questions about "America the Beautiful."

1. What is the correct definition of **tribute**? gracious offering
2. What is the correct definition of **amber**? golden
3. What is the singular form of **majesties**? What does it mean in the song?
majesty—beautiful, glorious sights
4. Do you think "America the Beautiful" should be our national anthem? Why or why not?
Answers will vary.

Master Skills Reading Comprehension Grade 6

76

77 **Comprehension: The Great Wall of China**

Built in 300 B.C., the Great Wall in northern China was designed as a 1,500-mile-long defense against invaders. Its height varies from 15 to 30 feet, and its width from 12 to 20 feet. Photographs from space clearly show this incredible achievement of the ancient Chinese people. "Song of the Great Wall" is an ancient folk song.

Song of the Great Wall
Great Wall, stretching mile on mile,
Out beyond thee lies our home,
Beams in blossom, opening grain,
Over heavens a shining dome.
Since the evil days have come,
Death and murder fill the land,
Children scattered, parents killed,
More than human hearts can stand,
Day and night we long for home,
While our dreams swell with rage,
All of us here'll fight our way,
Feeling not what foes engage.
Great Wall, stretching mile on mile,
We will build another wall,
Of the faith of bonded men,
All for one and one for all.



Directions: Answer these questions about the Great Wall of China.

1. How long is the Great Wall? 1,500 miles
2. In what part of China is it located? northern
3. When was it built? 300 B.C.
4. What do you suppose is meant by "evil days"? days of unrest among people or armies or wars


Master Skills Reading Comprehension Grade 6

77

78 **Making Inferences: Song of the Concentration Camps**

Even in the worst circumstances, songs often have the power to lift spirits and help keep hope alive. "The Peat Bog Soldiers" was first sung in Dachau, one of Hitler's concentration camps for Jews during World War II. The job of the prisoners was—under the stern eyes of Nazi guards—to dig peat, a type of plant that was burned and used as fuel.

The Peat Bog Soldiers
Far and wide as the eye can wander,
Heads and bog are everywhere,
Not a last sing-out to cheer us,
Cuts are standing gaunt and bare.
We are the peat bog soldiers,
We're marching with our spades to the bog,
Up and down the guards are peering,
No one, no one can go through,
Right would be a sure death facing,
Cuts and loaded wire greet our view,
But for us there's no complaining,
Winter will in time be past,
One day we shall cry, rejoicing,
Home land, dear, you're mine at last,
Then will the peat bog soldiers,
Match no more with their spades to the bog.



Directions: Answer these questions about "The Peat Bog Soldiers."

1. What was peat used for? fuel
2. Why will the prisoners be glad when winter is past?
It will be warmer, will not need peat for fuel.
3. What would happen if prisoners tried to escape?
The guards would kill them.
4. The "homeland" referred to in this poem is
 America Germany Russia


Master Skills Reading Comprehension Grade 6

78

79 **Comprehension: Civil War Marching Song**

When soldiers march, they sometimes sing a song to help them keep in step. One of the most famous marching songs of the Civil War was the "Battle Hymn of the Republic," written in 1861 by Julia Ward Howe. Ms. Howe wrote the song after visiting a Union army camp in the North. The words are about how God is on the side of the soldiers.

Battle Hymn of the Republic
Mine eyes have seen the glory of the coming of the Lord,
No is triumphing o'er the wrongs where the grapes of wrath are stored,
He has loosed the fateful lightning of his terrible swift sword,
His truth is marching on.
Glory, glory hallelujah! Glory, glory hallelujah!
Glory, glory hallelujah! His truth is marching on.
I have seen him in the watchtowers of a hundred circling camps,
I have beheld him on a star in the evening dew and damps,
I can read his righteous sentence by the dim and flaring lamps,
His day is marching on.
Glory, glory hallelujah! Glory, glory hallelujah!
Glory, glory hallelujah! His truth is marching on.



Directions: Answer these questions about the "Battle Hymn of the Republic."

1. Who wrote the "Battle Hymn of the Republic"?
Julia Ward Howe
2. When was the song written? 1861
3. What war was in progress at the time? Civil War
4. Why did soldiers sing while they marched? to help keep in step
5. What did the soldiers sing about building in the evening?
an altar

Master Skills Reading Comprehension Grade 6

79

80 **Main Idea: Anthems and Songs**


Directions: In one or two sentences, describe the main idea of each song.

"Song of the Great Wall" Answers will vary.

"The Peat Bog Soldiers" _____

"The Star-Spangled Banner" _____

"Battle Hymn of the Republic" _____



Master Skills Reading Comprehension Grade 6


80

81 **Review**

National anthems, work songs, and marching songs share some common characteristics. Perhaps the most important characteristic is that the words strike an emotional response in singers and listeners alike.

Have you ever sung "The Star-Spangled Banner" at a baseball game or other large public event? The next time you do, look around as you sing. You will see that Americans from all walks of life and all races sing the song proudly. The words to the national anthem help create a feeling of unity among people who may not have anything else in common. The same is true of the national anthems of France, England, and other countries.

Another characteristic of these types of songs is that the words are simple, the message is clear, and the tune should be easy to learn. This is not always true, of course. Many people's voices crack during the high notes of "The Star-Spangled Banner." But attempts to change the national anthem to "America the Beautiful" or another song with a simpler tune have always met with dismal failure. It may be hard to sing, but most Americans wouldn't trade it for any other tune. It's a long-held American tradition and nearly everyone knows the words. Americans love what the song stands for. They are proud to live in a country that is the "land of the free."



Directions: Answer these questions about the characteristics of national anthems, work songs, and marching songs.

1. Explain what goes into writing a good national anthem.
They must strike an emotional response, create a feeling of unity, have simple words, and melody.
2. What does our national anthem help do? It helps create a feeling of unity among people.
3. What happens each time someone tries to change the national anthem to "America the Beautiful" or another song?
met with failure
4. Why do people stick with "The Star-Spangled Banner" as our national anthem?
It's traditional and most people know the words.

Master Skills Reading Comprehension Grade 6

81

82 Using Prior Knowledge: Sports

Directions: Before reading about sports in the following section, write one or two sentences telling what you know about each sport below.

Wrestling Answers will vary.

Rowing _____

Volleyball _____

Tennis _____

Swimming _____

Football _____

Soccer _____

Field Hockey _____


Master Skills Reading Comprehension Grade 6

82

83 Comprehension: Wrestling Around the World

In many countries, wrestling is an honored sport. In Iceland, wrestling is called *glima*. In Switzerland, it is called *schweizer schwingen*, and in Iceland, it is called *ambardandi*. In Japan, a form of wrestling called *sumo* began in 23 B.C.

Sumo wrestling is still popular in Japan today. Wrestlers wear the traditional *sumo* costume of a kimono—a piece of cloth draped across the hips and bottom—and nothing else. *Sumo* wrestlers are big men—their average weight is about 300 pounds. Wrestlers compete in small rings with sand floors. The object of the match is to push the opponent out of the ring.



Even in the wrestling ring, however, the Japanese are astonishingly polite. If one wrestler begins to push the other out of the ring, the other may shout, "Matta!" *Matta!* is Japanese for not yet. At this point, the action stops and the wrestlers step out of the ring to take a break. Some wrestling matches in Japan must take a long, long time to complete.

Directions: Answer these questions about wrestling around the world.

1. What is wrestling called in Switzerland? schweizer schwingen
2. What is wrestling called in Iceland? glima
3. In what country is wrestling called *sumo*? Japan
4. How much does an average *sumo* wrestler weigh? about 300 pounds
5. What does *matta* mean in Japanese? not yet
6. What happens if a wrestler shouts, "Matta"? The action stops and the wrestlers step out of the ring to take a break.

Master Skills Reading Comprehension Grade 6

83


84 Comprehension: Tennis, Anyone?

Historians say a form of tennis was played outdoors in England in the 14th century. In France, the game had a much, much earlier start. Court tennis—named such because royal courts of kings played it—was played indoors about 1000 A.D. In hundred years later, indoor tennis was still in full swing. Records show there were 2,000 indoor courts in France at that time.

French tennis players and spectators took the game seriously. In 1780, the surgeon general of the French army recommended the game as one good for the lungs and throat. Why? Because all of the loud screaming and shouting that accompanied French tennis!

The word *tennis* comes from the French word *tenir*, which means take heed or watch out. That's what the French yelled out centuries ago when they used huge racquets to whack balls over a sagging net. Later, when the game was adapted in England, *tenis* became tennis.

Tennis is said to have come to America by way of the island of Bermuda. A young American girl, Mary Outerbridge, played the game there during Bermuda in 1873. She brought tennis racquets, balls, and a net home to New York with her. The storage equipment suited custom-made Government employees who checked travelers' bags to make sure they are not smuggling drugs or other substances. They reluctantly permitted Miss Outerbridge to bring the world game to America, where it has flourished ever since!



Directions: Answer these questions about tennis.

1. In what year were there 2,000 indoor tennis courts in France? 1600
2. In 1780, who recommended tennis as good for the lungs and throat? the surgeon general of the French army
3. What does the French word *tenir* mean? take heed
4. In what state was tennis first played in America? New York
5. The person who brought tennis to America was Mary Outerbridge Mary Outerbridge Motone Outerbridge

Master Skills Reading Comprehension Grade 6

84

85 Generalization: Tennis

Directions: Read each passage and circle the valid generalization.

Good tennis players know that footwork—where they place their feet—is vitally important to the game. For right-handers, when hitting a backhand stroke, face the left sideline and have the right foot set close to the net. When hitting a forehand stroke, face the right sideline and place the left foot closer to the net. Left-handers should reverse these directions.

- a. Fancy footwork is the most important factor in playing good tennis.
- b. Feet are placed in different positions, depending on the stroke.
- c. For forehand strokes, put the right foot closer to the net.

How the racket is gripped, or gripped, is also important. You must hold it firmly enough so that it does not fly out of your hand, yet you must not hold it stiffly, and you need to vary your grip. The grip for the backhand stroke, for example, is to place the fingers along the outside of the handle with the thumb around the inside. The heel of the palm should touch the rubber or metal grip at the bottom of the handle.

- a. As with footwork, different grips are required for different strokes.
- b. Always keep the heel of the palm close to the top of the racket.
- c. A good grip is more important than fancy footwork.

People who can afford to build their own tennis courts should have them laid out north and south. This way, the sunshine comes in from the sides and is not directly in the eyes of either player. Good drainage is also important, so water is not left standing on the court after a hard rain.

- a. It's important to keep sunshine to a minimum in tennis games.
- b. A well laid out and properly drained court is important.
- c. Standing water on a tennis court can be swept off.

Master Skills Reading Comprehension Grade 6

85

86 Comprehension: Boxing History

The first known boxes were the ancient Greeks, who toughened up young men by making them box with bare fists. Later, a length of leather was wrapped around their hands and forearms to protect them. Although the sport was banned in ancient Greece, boxes who killed their opponents received a stiff punishment.


During the Middle Ages—from 500 to 1500 A.D.—boxing fell out of favor. It became popular in England about 100 years later, when the new middle class had the time and money for sports. Boxes would travel to matches held at fairs and balls, and their loyal fans would follow. No gloves were used in the early 1600s in England. Instead, like the ancient Greeks, boxes used bare fists and—something new—wrestling holds. Corner pagans with messages led to their bodies were trained to take blows of the fists back to the boxer, *hombes*.

Because so many people were badly hurt or killed, padded boxing gloves began to be used in the United States around 1860. Boxing became fashionable—and safer. Harvard University offered boxing as an intramural sport in the 1880s. U.S. President Theodore Roosevelt's love of the sport helped to further popularize it. It is said that Roosevelt boxed regularly with a former heavy-weight champion named Mike Donovan.

During World War I, boxing was part of the required training for army recruits. The Golden Gloves championship matches for boys, which began in the 1930s, also helped speed the sport's popularity.

Directions: Answer these questions about boxing history.

1. What people were known as the first boxers? ancient Greeks
2. During what period did boxing fall out of favor? Middle Ages
3. Which U.S. president enjoyed boxing? Theodore Roosevelt
4. In England in the 1600s, news about boxing was sent via telegrams corner pagans messengers
5. The Golden Gloves championships were first offered in the 1930s during World War I during World War II




Master Skills Reading Comprehension Grade 6


86


87 Comprehension: Sports Summaries

Directions: Write a short paragraph summarizing each selection below.

"Wrestling Around the World" Answers will vary.



"Tennis, Anyone?" 

"Boxing History" 

Of the sports listed above, which is your favorite? Why?

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88 **Main Idea: Bowling is a Ball**

Like tennis and boxing, bowling is also a very old sport. It began in Germany about nine centuries ago. Bowling was first played outdoors with wooden pins and a bowling ball made from a rounded rock. The first players were church members who bowled with Catholic bishops and priests. Those who bowled a good game were said to be blessed. Those who bowled poorly were believed to be sinners who should improve themselves to improve their games. The name of the game in 11th century Germany was *Kegelespiel*.

By the late 17th century, bowling was the most popular sport in Germany. A common expression for a person who had died was that he was "bowled out."

The game was introduced to America by way of Holland, where the Dutch had learned bowling from the Germans. Some Dutch citizens brought the game to Manhattan Island in 1621. The first bowling alley—obscure, of course—opened in New York City more than 100 years later in 1732. Today, bowling is one of the most popular American sports. People who have never put on bowling gloves or raised a tennis racket know, at one time or another, lined and called a bowling ball.



Directions: Answer these questions about bowling.

- Circle the main idea.
Bowling is a very old and a very popular sport.
Bow bowlers are sinners who should clean up their acts.
- Who brought bowling to the United States? the Dutch
- What was bowling called in Germany? Kegelespiel
- The first American bowling alley opened in 1732 in what city?
New York City
- In 17th century Germany, what was the meaning of the expression "bowled out"?
It meant someone had died.

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88

89 **Comprehension: Facts About Football**


Like tennis courts, football fields are usually laid out in a north-south fashion so the sun doesn't shine directly into one team's eyes. The field is 120 yards long and 16 1/2 yards wide, with a goalpost of each end that is at least 20 feet high.

Regulation-size footballs are 11 inches long and must weigh at least 14 ounces. The object of the game is for one team of 11 to score more points than the opposing team. There are four ways to score points in football.

A touchdown, worth six points, is scored by carrying the ball across the opponent's goal line or by completing a forward pass in the opponent's end zone. When a team makes a touchdown, it gets the chance to make one or two extra points via a play executed from the three-yard line. A field goal, worth three points, is made by kicking the ball from the field over the crossbar of the opponent's goal. A way to earn two points is through a play called a safety.

Football games are 60 minutes long and are divided into four quarters of 15 minutes each. Because of all the commercials and instant replays, televised games seem much longer. For college games, the halftime show also takes a lot of time.

Traditionally, college football games are played on Saturday afternoons, and high school games are played on Friday nights. During the season, professional games are televised several nights a week, as well as on weekend afternoons.



Directions: Answer these questions about football.

- How long is a regulation football? 11 inches
- How long is a football field? 120 yards
- How many players are on a football team? 11
- A field goal's worth
 one point. two points. three points.
- A touchdown's worth
 two points. three points. six points.

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89

90 **Giving Directions: Football**

If you were trying to describe to someone how the game of football is played, how would you do it? Directions must be clear, direct, and accurate.

Directions: Write directions for playing football, including the scoring process and the object of the game.

Answers will vary.

Directions: Reread your directions. Do they make sense? Do you leave anything out, or does a section need rewriting to make it easier to understand? Have someone else read your directions. Ask him or her to write suggestions for changes below. Then, rewrite your directions following the suggestions.

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90


91 **Giving Directions: A Perfect Softball Pitch**

A good softball pitcher makes the ball look effortless and graceful. In fact, there are very specific things a softball pitcher must do before, during, and after he or she throws the ball.

Before throwing, the pitcher must have both feet firmly on the ground and be in contact with the pitcher's plate for at least one second. At the beginning of the pitch, the ball must be held in both hands in front of the body. It must be held this way no longer than 20 seconds. While making the pitch, the pitcher must keep one foot on the ground. Until the ball leaves his or her hands, the pitcher cannot take more than one step toward the batter.

A correct softball pitch looks somewhat like the pitch used to throw baseballs. As with baseballs, there is a graceful follow-through with the hand and arm once the ball leaves the pitcher's hand.

There are several types of softball pitches. They include the drop, the slow ball, and the out curve. The drop is the fastest pitch. The pitcher's hand is behind the ball in the pitch. For the slow ball, the pitcher grips the ball between his or her thumb and little finger. He or she pulls the knuckles of these middle fingers against the ball. When the out-curve ball is thrown, the pitcher thrusts his thumb back and rotates all his or her fingers out.



Directions: Follow these instructions about softball.

- Give directions on what to do before pitching a softball.
Place both feet firmly on the ground. Be in contact with the pitcher's plate for at least 1 second. Hold the ball in both hands for no more than 20 seconds.
- Give directions on how to throw a slow ball.
Grip the ball between the thumb and little fingers and the knuckles of the three middle fingers against the ball.
- Give directions on how to throw an out-curve ball.
The pitcher thrusts the thumb back and rotates all fingers out.

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91


92 **Comprehension: Volleyball**

Volleyball began in Italy during the Middle Ages and was introduced to Germany in 1893. Germans called the sport *Volleyball*. Two years later, an American physical education teacher named William Morgan made some changes in basketball and brought the new game to Americans as *mintonette*.

In football, the ball was permitted to bounce before being hit back over the net. In mintonette, as in modern volleyball, no bounces were allowed. Shortly after Morgan introduced the sport, the director of a YMCA convinced him to change the name to something easier to pronounce. In volleyball, to keep it in the air, and truly what volleyball players try to do.

A volleyball court is 60 feet long by 30 feet wide. It is divided in half by an eight-foot-high net. There are six players on each team, standing three by three on each side of the net. However, the same person may not hit the ball two times in a row. If the serve is not returned, the team that served gets the point.

The most popular serve is the underhand. The server stands with the left foot forward, right knee bent, weight on the right foot. He or she leans slightly forward. The ball is in the partly extended left hand. The server strikes the ball off the left hand with the right hand. (Left-handers use the opposite hands and feet.) The first team to get 15 points wins the game.



Directions: Answer these questions about volleyball.

- Circle the main idea.
Volleyball is a sport that requires a lot of strength.
Volleyball is a single game with six players on opposing sides.
- A valid generalization about volleyball is
 it's safe, requires little equipment, and can be played by all ages.
 it's dangerous, difficult to learn, and appeals only to children.
 it's dull, slow, and takes players a long time to earn 15 points.
- Give directions on how to deliver an underhand serve.
Stand with left front foot forward, right knee bent, weight on right foot. Lean slightly forward. Strike the ball off the left hand with the right hand.

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92

93 **Comprehension: Comparing Sports**

Directions: Read each paragraph. Then, answer the questions comparing field hockey, basketball, and softball.

My sister is more interested in sports than I am. Last year, she lettered in field hockey, basketball, and softball. I got my exercise walking to school.

- What sports did the writer play? None

My sister's favorite sport is field hockey. Because it requires constant running up and down a field, it provides more exercise than basketball and softball. There is also more danger, because every year someone gets her teeth knocked out with a hockey stick. So far at our school, no one has lost any teeth in basketball or softball.

- Compared to basketball and softball, field hockey provides one benefit and one danger. Name them.
more exercise chance of losing teeth

On the other hand, softball players—especially those who play the outfield—can occasionally take some time to daydream. With an ace outfield pitcher and batters who can't hit for, outfielders' gloves don't get much of a workout.

- What sports do not allow time for daydreaming?
field hockey and basketball

Write a short paragraph telling which sport you like best and why.

Answers will vary.



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93

94 **Writing: My Sports Hero**

Directions: Write a short essay about a man or woman you admire who has excelled in a sport. Make sure to give details about why you admire this person.

Answers will vary.

Directions: Interview an adult. Ask him or her about a sports figure he or she admired of your age. Write a short paragraph about this person's sports hero.

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Review **95**

Directions: Complete the following time lines by writing and illustrating the events that correspond with the dates.

Tennis

Illustrations will vary.

1000 A.D. 1000 1780 1873
 Court tennis 2,500 Surgeon New York
 France indoor courts General
 in France

Boxing

Illustrations will vary.

800-1100 A.D. 1000s 1880 1900
 Middle England United Golden
 Ages in States Gloves

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95

Review **96**

Directions: Complete the following time lines by writing and illustrating the events that correspond with the dates.

Boxing

Illustrations will vary.

1000 A.D. 1603 1732 Late 1800s
 Germany Manhattan First bowling Popular in
 by Dutch alley in NYC Germany

Volleyball

Illustrations will vary.

Modern Ages 1893 1916
 Italy Germany U.S.

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Using Prior Knowledge: Word Origins **97**

Directions: Before reading about word origins in the following section, answer these questions.

- List as many foreign languages as you can.
 Answers will vary.
- From what language did the words spaghetti, ketchup, and costume come?
 Italian
- From what language did the words baguette and croissant come?
 French
- From what language did the words tortilla, taco, and fajita come?
 Spanish (Mexican)
- Do you speak a language other than English? Do you know anyone who speaks another language fluently? How did you or these other people learn these languages?
 Answers will vary.
- Why do you think the English language adopts words from so many other countries?
 Answers will vary.

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Comprehension: Comparing "Word Jobs" **98**

Directions: Read each paragraph, then answer the questions comparing where words come from.

The study of the origin of words is called etymology. To track how a word got its start, etymologists trace a word's source back as far as possible in its own language, from there, they go further back to its source in earlier languages. A lexicographer, on the other hand, is a person who compiles words, their definitions, and other facts about the words and puts them in a dictionary. The most famous U.S. lexicographer is Noah Webster, who lived between 1783 and 1843.

- Compare the tasks of a lexicographer and an etymologist.
 A lexicographer compiles words and their definitions. An etymologist tracks word origins.
- Some dictionaries include information about the origins of words. The information is supplied to lexicographers by etymologists. For example, if you look up the word **wheel** in a dictionary, you will see—in addition to its correct spelling and definition—information about where the word came from. The Old English word for wheel was **wiele**. It comes from the Latin root **wiel**, which means to flow out. The "flowing out" has to do with the horrible odor wheels are capable of making. The word **wheel** really makes a lot of sense!
- Compare the Old English spelling of **wheel** to the modern spelling. What extra letter is added in the modern spelling, and what letters are transposed (put in opposite places)?
 An "a" was added and the "l" and "e" were transposed.
- Look up a word of your choice in a dictionary and write a paragraph about its etymology.
 Answers will vary.

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Comprehension: The Name Game **99**

Do you know the origin of your family's last name? It's fascinating to learn where family names, called surnames, come from.

Many names stem from occupations. Cook, Baker, Weaver, Butcher, and Carpenter are examples of names that reflect the occupations once held by our ancestors. Less obvious occupationally-related names are Collier, which is a medieval word for coal man, or coal miner, and Cooper. Long ago, men called cooper made barrels and tubs. In Middle English, cooper was spelled "couper," and collier was spelled "colyer."

Many occupational names are German in origin. Schmidt was the German occupation of an ironsmith—a man who worked with iron. Richter is German for judge. Bramer is German for small shopkeeper. Kaufman is German for merchant.

The family name Caswell comes from the occupation cow-herd. Cow-herds were people in charge of herding cows. Another interesting surname of English origin is Hayward or Heyward. Long ago, when people spoke Old English, men called hedge-wards were in charge of guarding the hedges, or fences, around property. They were in charge of keeping cows and other animals out, just in case the cow-herd didn't do a good enough job!

Directions: Answer these questions about the origins of surnames.

- People with which name used to make barrels and tubs?
 Cooper
- What is the Old English word for people who guarded hedges?
 hedge-wards
- Which country did the name Richter come from?
 Germany
- Which is not a German name?
 Kaufman Richter Colier
- Which family name refers to sheepkeeping?
 Kaufman Richter Colier

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100

Writing: My Family Name

Your family name can tell you a lot about your family's history and where your ancestors came from. The family name usually comes from the father's side. Sometimes, children retain their mother's maiden name. A maiden name is the name your mother was born with before taking her husband's last name.

Directions: Ask several family members about where your family name came from. Do some research to find out its origin, from which country it originated, if it describes an occupation someone may have had long ago, and so on. Write about it below.

Answers will vary.

Directions: Now do some research about your mother's maiden name. Write about it below.

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Comprehension: Comparing Word Origins

Directions: Read each paragraph. Then, answer the questions comparing where words come from.

Just as many surnames are related to occupations, the names of many animals are related to what they do or what they look like. The word **bear**, for example, comes from a very old English word that means the brown one. The word **raccoon** comes from an Algonquin Indian word **dashkoon**, which means the scratcher.

1. Compare the origins of the words **bear** and **raccoon**. Which is based on what the animal does and which on what the animal looks like?
 The word for bear is based on its looks. The word for raccoon is based on what he does.

The cuckoo is a creature whose name reflects the sound it makes. Spelled "you too" in Middle English, the cuckoo is a bird that named itself. The puffin is another bird whose name is well chosen, from the Middle English word **puffin**, the bird is named because of its round, puffy shape.

2. Compare the origins of the words **cuckoo** and **puffin**. Which name is based on what the bird looks like and which on how the bird sounds?
 The word for cuckoo is based on the sound it makes. Puffin is named so because of how it looks.

Orangutan is another interesting word. The word for the human-looking ape comes from the Malayan words **orang** (man) and **utan** (forest). Together, the words mean man of the forest. This is a good description of the animal, which is found in the forests of Borneo and Sumatra. The origin of **monkey** is also interesting. It comes from the French word **mona** (ape) and the German **li** (ape). Together, the words mean Ah of the ape.

3. Compare the origins of the words **orangutan** and **monkey**. Which name has a root word meaning man, and which has a root word meaning ape?
 Orangutan has a root word meaning man. Monkey has a root word meaning ape.

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Comprehension: Word Detectives

Ethymologists—the people who study the origin of words—are actually detectives. What they seek is truth. The word **etymology** stems from the Greek word **etymon**, which means that sense. Scholars say that all languages date back to a very primitive unwritten language that ethymologists call Proto-European.

Many modern languages, especially English, have incorporated untransliterated foreign words into the common language. **laissez-faire** (lwey-zay-fay), a French word that means let them do as they please, is often used to describe government trade policies. **bona fide** (boh-nyay), a French word for a slavery or garden cloth, is a common fashion term.

French isn't the only language Americans have borrowed words from. Here are some other words Americans have taken from other countries. From Germany: **blitzkrieg**, **dumplings**, **hockum**, **hoppe**, **pretzel**, and **delicatessen**. From Holland: **cookies**, **snog**, **careless**, **bedspread**, and **oufles**. From Italy: **pizza**, **macaroni**, **spaghetti**, and **mafia**.

Directions: Answer these questions about the etymology of words.

1. To what primitive unwritten language does all language date?
 Indo-European

2. What French word means a slavery or garden cloth?
 Jamié

3. From what country does **hockum** come?
 Germany Africa Spain

4. From what country does **snog** come?
 Germany Spain Holland

5. From what country does **macaroni** come?
 Italy France Africa

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Comprehension: Comparing Word Origins

Directions: Read each paragraph. Then, answer the questions comparing where words come from.

The etymology of the names of diseases and vaccines is an interesting thing to know about. The etymology of the word **penicillin** is an obvious one. **Penicillin**, an antibiotic used to treat infections, comes from a fungus called **penicillium**. **Penicillium** is a Latin term meaning penicillate, the shape of the fungus from which penicillin is derived is shaped like a pencil.

1. Compare the spellings of the antibiotic and the fungus. How are the word endings different?
 The word for antibiotic ends in "in."
 The word for the fungus ends in "um."

Antiflu is a deadly coffee disease that can be spread to humans. It is characterized by black sores. The name **antiflu** comes from the Middle English word **antiflu**, which means violent ulcer. The Greek meaning of the word is burning coal.

2. Compare the Greek meaning and the Middle English meaning of the word **antiflu**. Which meaning refers to what the disease actually is, and which refers to what it feels and looks like?
 The Middle English word refers to what the disease actually is, and the Greek word refers to what it looks and feels like.

3. Think of two other diseases you would like to know more about. Use the dictionary to look up their etymologies. Write about them below.

Answers will vary.

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Making Inferences: Reference Books

Directions: In the box are four different kinds of reference books. On the line under each question, write which book you would use to find the information. Some information can be found in more than one reference.

encyclopedia almanac dictionary thesaurus

1. A list of words that mean the same as along.
 thesaurus

2. How much rain fell in Iowa in the year 1992?
 almanac

3. What part of speech the word **parish** is.
 dictionary

4. How many different types of hummingbirds there are.
 encyclopedia

5. Weather patterns in Texas for the last two years.
 almanac

6. A list of words that mean the opposite of cold.
 thesaurus

7. Who invented the telescope?
 encyclopedia

8. How to pronounce the word **bananana**.
 dictionary

9. How many syllables the word **elephant** has.
 dictionary

10. What the difference is between African and Asian elephants?
 encyclopedia

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Making Inferences: Encyclopedias

Directions: Read each question. Then, check the answer for where you would find the information in an encyclopedia.

1. If you wanted to grow avocado pits on a windowsill, under which topic should you look?
 window avocado food

2. To find information about the Cuban revolution of 1959, which topic should you look up?
 Cuba revolution 1959

3. Information about Rudolf Diesel, the inventor of the Diesel engine, would be found under which topic?
 engine Diesel inventor

4. If you wanted to find out if the giant pandas of China was really a bear or a raccoon, what should you look up?
 bear China pandas

5. Under which topic should you look for information on how to plant a vegetable garden?
 plant vegetable gardening

6. To find out if World War I was fought only in European soil, which topic should you look up?
 Europe World War I war

7. Under which topic should you look for information on how bats guide themselves in the dark?
 guide flying bat

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106
Review

Here's a quick and interesting fun-down on some common words:

- The **saxophone** was named after its inventor, Adolphe Sax, who created it in 1846.
- The **teddy bear** was named after President Theodore Roosevelt, whose nickname was Teddy.
- **Moon** is based on the Middle English word **moone**, which comes from an older Greek word meaning month.
- **Spider** comes from the Middle English word **spithre**, which means to spin. That's exactly what spiders do to make their webs!
- **Pigeon** comes from the ancient French word **pigeon**, which means peevish. That's one of the things pigeons do!
- **Cradle** comes from the Middle English word **cradell**, which means a baby's basket. The word didn't change much over the years.

Directions: Answer these questions about where common words come from.

1. Which word originally meant peevish? pigeon
2. Whom was the saxophone named after? Adolphe Sax
3. What was the Middle English word for spider? spithre
4. Whom was the teddy bear named after? Theodore Roosevelt
5. Compare the origins of **saxophone** and **teddy bear**. What do they have in common?
Both are named for someone.



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107
Review

Directions: Check the best answer for where to find information in an encyclopedia.

1. If you wanted to find out who invented the television, under which topic would you look?

<input type="checkbox"/> television	<input checked="" type="checkbox"/> television history	<input type="checkbox"/> inventions
-------------------------------------	--	-------------------------------------
2. If you wanted to find out about the battle of Gettysburg, under which topic would you look?

<input type="checkbox"/> Civil War	<input checked="" type="checkbox"/> famous battles	<input type="checkbox"/> Gettysburg
------------------------------------	--	-------------------------------------
3. If you were curious about where most dinosaur fossils have been found, under which topic would you look?

<input type="checkbox"/> dinosaurs	<input type="checkbox"/> fossils	<input checked="" type="checkbox"/> tools
------------------------------------	----------------------------------	---
4. If you wanted to learn about Greek mythology, under which topic would you look?

<input type="checkbox"/> Greece	<input type="checkbox"/> myths	<input checked="" type="checkbox"/> mythology
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Directions: Check the resource book you would use to find the following information.

1. How to play checkers

<input type="checkbox"/> almanac	<input type="checkbox"/> dictionary	<input checked="" type="checkbox"/> encyclopedia
----------------------------------	-------------------------------------	--
2. An example sentence using the word **breathes**

<input type="checkbox"/> encyclopedia	<input type="checkbox"/> thesaurus	<input checked="" type="checkbox"/> dictionary
---------------------------------------	------------------------------------	--
3. How many inches of snow fell in the Colorado Rockies last year

<input type="checkbox"/> encyclopedia	<input checked="" type="checkbox"/> almanac	<input type="checkbox"/> thesaurus
---------------------------------------	---	------------------------------------
4. How many syllables are in the word **justification**

<input type="checkbox"/> almanac	<input type="checkbox"/> thesaurus	<input checked="" type="checkbox"/> dictionary
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107

Comprehension

As you read with your child, encourage him or her to picture in his or her mind what is happening. This will help your child recall the story using the mind's eye as well as the ear. Ask him or her to retell the story, noting details from the beginning, middle, and end.

Your child is now reading chapter books. These books have very few pictures. Check your child's comprehension by having him or her draw pictures representing the action or the problem for each chapter. Before starting each new chapter, ask your child to predict what will happen.

Invite your child to write a different ending or new chapter to a story. If your child can do this in a logical manner, he or she has grasped the plot or ideas presented.

Giving Directions

Ask your child if he or she has ever tried to assemble a game, toy, or other item and had difficulty following the directions. Invite your child to write more specific, easier-to-understand directions for any of those with which he or she had trouble. Once he or she has rewritten the directions, read them together. Do the directions make more sense?

Show your child the importance of giving clear directions by preparing a simple recipe together. Point out how the steps must be followed in order. Then, invite him or her to write a simple recipe for you to follow. Encourage your child to include all the necessary steps, then see if you can create the recipe from his or her directions.

Main Idea

Invite your child to group things into categories to see if the concept, or main idea, is understood. **Examples:** wild animals, sports played outside, board games, books about famous American women.

Show your child that, in his or her textbooks, such as science, the chapters or units are grouped according to the main idea: The Human Body, Space, and so on.

Ask your child questions while reading together, such as, "What is the most important thing the author is saying in this paragraph?" "Can you tell what the author is saying in this sentence?"



Making Inferences

Guide your child to figure out what an author means, even when it is not directly stated in the writing. Practice by describing a situation to your child and having him or her tell you what is happening. Start out with simple situations, then move on to more complicated situations.

While reading with your child, ask him or her to make inferences about the story. Ask your child to predict what may happen based on previous events, or ask him or her to guess what will happen to a particular character based on the information he or she knows so far in the story.

Recalling Details

Write ideas on index cards, such as “summer vacation.” Then, ask your child to write several details about the idea, such as no school, playing with friends, camping, riding bikes, and so on.

Write a simple sentence for your child. **Example:** The cat ran down the street. Show your child how adding details makes the sentence more interesting. **Example:** The fluffy white cat ran quickly down the noisy street. Ask him or her to add details to several simple sentences. Point out that these kinds of details are describing words, or adjectives.

Take this idea one step further and have your child write a story about a family trip, a day at the mall, at the beach, or at a friend’s party. Encourage him or her to include lots of details about what happened.

Word Origins

Help your child research your family name and your family tree. When and how did your ancestors arrive in America? Have any changes been made to the spelling of your surname?

Invite your child to find words that originate from Native American words. The states of Florida, Ohio, and New Jersey have many towns and lakes named by Native Americans. Ask your child to trace the names to a specific tribe.

Guide your child to see that, although Latin is not a spoken language, many of the words in the English language are derived from Latin words. For example, the words *amiable*, *fictitious*, *liquid*, *major*, *omit*, and *poet* all have Latin origins. Invite your child to trace these and other words to the Latin words from which they are derived.