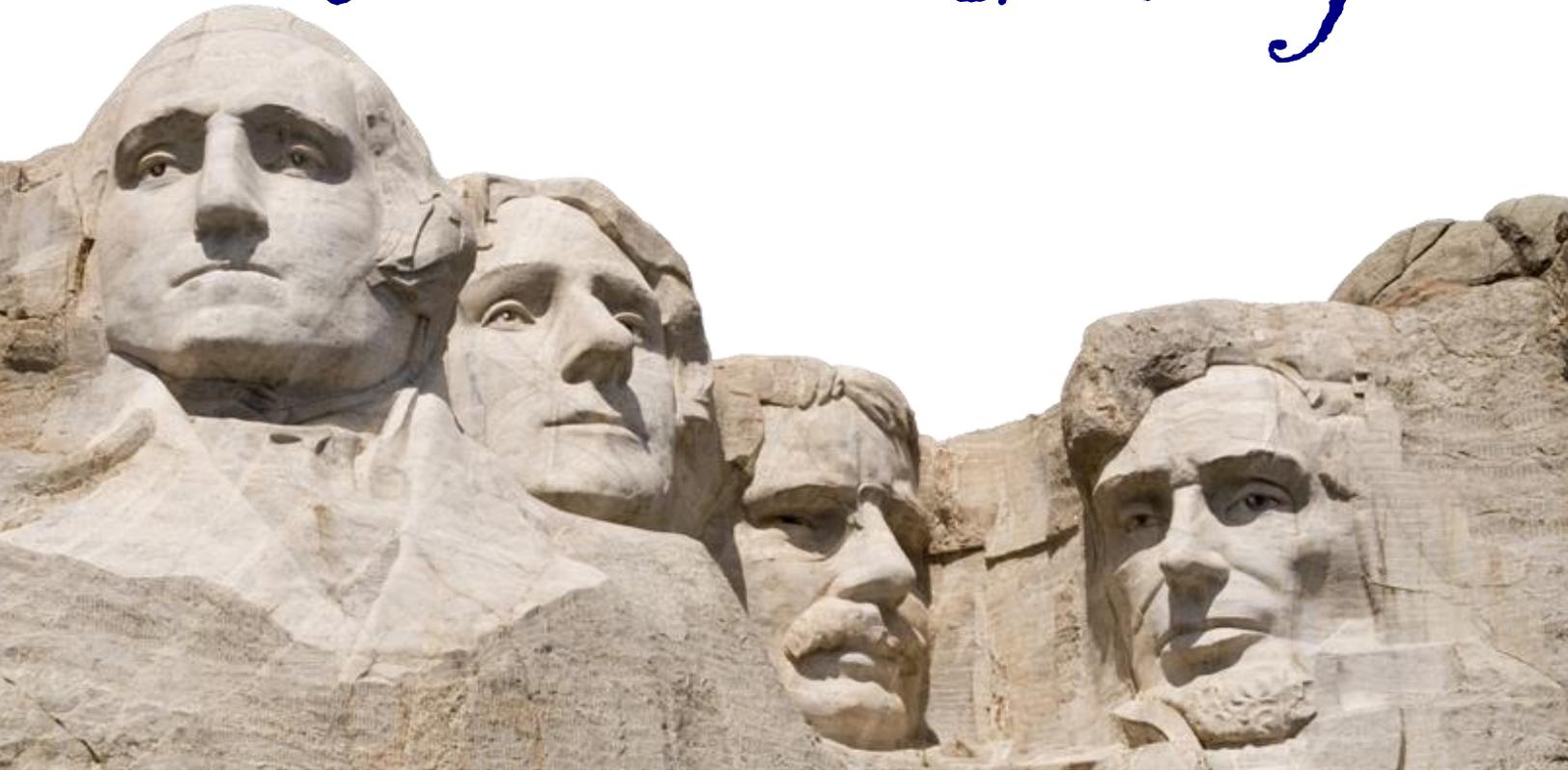


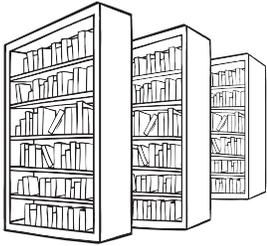
American History



Print Partner Title / First Line	Skill
San Francisco Maritime National Park	Answering What-if, Why, and How Questions
A Very Rich Man	Summarizing Ideas
The Lady Doctor	Mixed Skills: Distinguishing the Main Idea and Supporting Details and Decoding Words
A Pioneer Farmer's Guide to Planting in the West May 1847	Distinguish Fiction and Nonfiction
1856	Drawing Conclusions
The Weekly Register	Mixed Skills: Compare and Contrast, Fact and Opinion, and Word Families
Toys of Yesterday and Today	Compare and Contrast Ideas
A Special Gift	Using Question-and-Answer Relationships



- Print Partners are bundled by theme only. Grade level bundles are available.
- Each Print Partner is a stand-alone worksheet. Pagination on the bottom of each page denotes numbering designed for individual worksheets.



Answering What-if, Why, and How Questions

Directions: Read the passage. Then answer the questions that follow. Circle the letter of the correct answer choice when responding to multiple-choice questions.

San Francisco Maritime National Park

California has many national parks. One is the San Francisco Maritime National Park. This national park honors ships. Many ships have sailed into San Francisco Bay. One interesting ship from the area was a sailing ship. The ship was called the *John and Winthrop*. The *John and Winthrop*'s captain was William T. Shorey. Shorey was the only African American captain on the California Coast. He and his crew took the ship to hunt whales in 1907.

The ship became famous because it safely came through two typhoons. A *typhoon* is an unusual and powerful storm at sea. Most storms on land pass within a few hours. The typhoons that the *John and Winthrop* experienced lasted over a day. A newspaper report said 100-mile winds ripped the sails. Everything seemed to be against the ship. Still, Captain Shorey brought the *John and Winthrop* home safely.

The history of the *John and Winthrop* is an important American story. Captain Shorey showed great bravery. He protected his crew and ship. He won against the power of two storms. The ship and the captain passed a great test. The story of Captain Shorey makes this park an interesting place to visit.

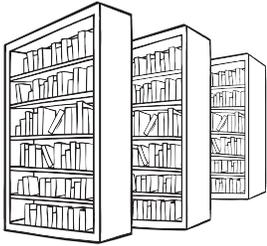
1. The *John and Winthrop* went to sea to _____.
 - A. hunt whales.
 - B. brave a typhoon.
 - C. give the park a name.
 - D. see the Atlantic Coast.

2. What if Captain Shorey had not been brave?
 - A. The ship might never have left.
 - B. They might have gone a different way.
 - C. The ship might have gone fishing.
 - D. They might have been lost in the storm.

3. Why does the national park in the passage have ships?
 - A. It is in the state of California.
 - B. It is close to the ocean.
 - C. It is more interesting than mountains.
 - D. It is in an area where many ships come in.

4. How did the *John and Winthrop* become famous?
 - A. It had very large sails.
 - B. It hunted whales for months.
 - C. It came through two typhoons in one trip.
 - D. It was sailed to Alaska in a very short time.

5. Think about a what-if question for the passage. Write your question on the lines below.



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5. Think about a what-if question for the passage. Write your question on the lines below.

Answers will vary.



Summarizing Ideas

Directions: Read the story. Then complete the activities that follow.

A Very Rich Man

- 1 Everyone can make the world a better place. Some people choose not to use their chance. Cesar Chavez, however, did. Cesar was born in 1927 in Arizona near a town called Yuma. He lived in a small house on a farm with his 14 brothers and sisters.
- 2 Cesar's father lost the family farm, and they had to move to California. In their new home, Cesar's family was very poor. Finding work was hard. They drove around to different farms and picked crops. After Cesar finished eighth grade, he had to pick crops with his family all the time. He could not go to high school.
- 3 As Cesar grew older, he grew tired of the work. He was tired of the long hours that farm workers had to work. He was tired of how little farm workers were paid. Cesar wanted all farm workers to have rights. He wanted them to have shorter workdays. He also wanted them to be paid more money. So Cesar organized strikes. While on strike, farm workers stopped picking crops. Until the farmers agreed to treat the farm workers better, the workers would not pick crops. If the crops weren't picked, they would rot. If the crops went bad, the farmers could not sell them and make money.

4 Sometimes Cesar's strikes were successful. Other times, they did not work. But something important happened. America became aware of the problems Cesar was talking about. People began to listen to Cesar. Things got better for the farm workers. Because of his work, Cesar Chavez is still well respected today. If you measured his success in things other than money, Cesar was a very rich man.

Directions: Write a summary of each paragraph in the boxes below. The first one has been done for you.

Remember-do not include **unimportant** details in your summary! Look for the most **important** ideas.



Paragraph 1

Summary:

Paragraph 2

Summary:

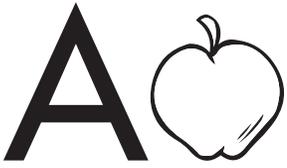
Paragraph 3

Summary:

Paragraph 4

Summary:

What do you think is the main idea of the passage?



Summarizing Ideas

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Directions: Write a summary of each paragraph in the boxes below. The first one has been done for you.

Remember-do not include **unimportant** details in your summary! Look for the most **important** ideas.



Paragraph 1

Summary:

Cesar Chavez used his chance to make the world a better place.

Paragraph 2

Summary:

**Cesar's family was poor and had trouble finding work.
Cesar had to pick crops instead of going to school.**

Paragraph 3

Summary:

Cesar organized strikes to protect workers' rights. He fought for shorter workdays and higher pay.

Paragraph 4

Summary:

America listened to Cesar and became aware of the farm workers' problems.

What do you think is the main idea of the passage?

Answers will vary. Possible response: Stand up for what you know is right. Use your mind and experiences to make the world a better place.



Mixed Skills: Distinguishing the Main Idea and Supporting Details and Decoding Words

Directions: Read the passage. Then answer the questions that follow by circling the correct answer.

The Lady Doctor

- 1 Elizabeth Blackwell became the first woman doctor in the United States. But she had to work hard to become a doctor. Elizabeth was born in Bristol, England, in 1821. Her family moved across the Atlantic Ocean to the United States when she was 11 years old.
- 2 Elizabeth later opened a school in Ohio with her mother and sisters. She loved learning. She liked teaching children too.
- 3 Elizabeth started learning about how to make people feel better when they are sick. Secretly, Elizabeth started to study books about medicine. She was sure she wanted to become a doctor. Elizabeth applied to many schools for doctors. However, none of them would let her come and study. At the time, women were not allowed to become doctors. Then something wonderful happened. A school for doctors in New York accepted Elizabeth!
- 4 Elizabeth had a hard time at her new school. Other students and even some teachers did not want her to be there. Elizabeth did not listen to them. She studied very hard, and she finished

school. In fact, she had the best grades in her class! Elizabeth then completed her doctor-in-training studies in Paris, France. Finally, Elizabeth was a doctor.

- 5 Elizabeth's sister also became a doctor. Together, they had the idea to open their own doctor's office. All of their patients were women and children. Most of their patients were poor and had a difficult time paying the doctors. Dr. Blackwell would take patients even when they had no money. Elizabeth later moved back to England. There, she started a special school to train women doctors.

1. Which word has the same sound as /ow/ in **allowed**?
 - A. crown
 - B. would
 - C. hollow
 - D. followed
2. What is the main idea in paragraph 3?
 - A. Elizabeth applied to schools for doctors.
 - B. She learned how to make people feel better.
 - C. Women were not allowed to be doctors.
 - D. Elizabeth wanted to be a doctor.

3. Which sentence best tells about paragraph 4?
- A. Elizabeth had a hard time at her new school.
 - B. Elizabeth studied hard and became a doctor.
 - C. Elizabeth had the best grades in her class.
 - D. Elizabeth liked her teachers the most.
4. Which sentence best tells where Elizabeth lived before she came to America?
- A. She lived across the Atlantic Ocean.
 - B. She lived in New York.
 - C. She lived in Bristol, England.
 - D. She lived in Paris, France.
5. Write what you like most about Elizabeth Blackwell.



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5. Write what you like most about Elizabeth Blackwell.

Answers will vary.



Distinguish Fiction and Nonfiction

Directions: Read the magazine article. Then answer the following question(s).

A Pioneer Farmer's Guide to Planting in the West

May 1847

When should you plant your crops? Where is the best place to plant them? When should you pick the crops? These are important questions for the western farmer.

Crops can be planted three times a year. They can be planted in winter, spring, and summer. Some crops can be planted more than once during the year. Wheat can be planted in the winter and spring. Other crops grow best in the heat of summer. Tomatoes and corn should be planted in summer.

Some early pioneer farmers thought the best place to plant was in a forest. But the soil in a forest is often rocky and sandy. While some still think this is true, other farmers think grassy plains are better. The tall grass in open areas has rich soil. But tall grass is hard to cut.

Crops should be picked in spring, summer, and fall. Older children can help with this job. In spring and summer, they can cut grain crops such as wheat. Children can also help with the threshing, or beating, of the wheat.

You should ask yourself three questions when deciding when and where to plant. How easy will it be to work the land? How much sun will my fields get? How well will water in the soil drain? Each year, you might have to change your plans slightly. This will help you grow plentiful crops year after year!

Tips

For spring crops: Plant seeds after nightly frosts have gone.

For summer crops: Do not plant corn too late in summer.

The corn might not reach its full size.

1. I know this article is fiction / nonfiction because it tells a story / facts about farming.

2. Why would a farmer read this article?

3. Why do some farmers think it is better to plant crops in tall grass than in the forest?
 - A. The soil in the forest is rocky and sandy.
 - B. Forests are too cool.
 - C. The soil in tall grass is rich.
 - D. Tall grass is too thick.

4. Draw a line under the three things a farmer should ask before planting crops.



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The corn might not reach its full size.

1. I know this article is fiction / nonfiction because it tells a story / facts about farming.

2. Why would a farmer read this article?

Answers will vary.

To learn how to plant and harvest crops.

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Drawing Conclusions

Directions: Read the passage. Next, read the list of clues and come to a conclusion for each one. Finally, write a short journal entry at the bottom of the page.

1856

Susan put on her bonnet. Then she tied the laces of her black boots. Her parents loaded the covered wagon with all that they would need for the long trip west. They had sacks of sugar and flour, dried meat, and blankets. Clothes and pictures filled old wooden boxes. Susan’s heart raced, and her stomach fluttered. She heard stories about other people who had made the same trip. Some ran out of food, and many got sick. Sometimes, the horses couldn’t pull the wagons over the mountains. It could be very cold. But Susan thought of the good stories too. A letter from her Aunt Sheila in Oregon described a rich, green land. Aunt Sheila said there was plenty of space for farming and a house. It was a whole new world to explore. Susan looked at her parents and smiled. The exciting journey was about to begin!



Clues:

1. The title reads “1856.”
2. Susan is wearing a bonnet.
3. Susan’s family travels in a covered wagon.

My conclusion:

Clues:

1. Susan's family has heard that the western land is rich and green.
2. Susan's family wants space for farming and a house.

My conclusion:

Clues:

1. Susan's heart races, and her stomach flutters.
2. Susan thinks of both good and bad stories.
3. Susan smiles at the end of the passage.

My conclusion:

Describe a time when you explored something for the first time.



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Clues:

1. The title reads "1856."
2. Susan is wearing a bonnet.
3. Susan's family travels in a covered wagon.

My conclusion:

Possible response: The story took place a long time ago.

Clues:

1. Susan's family has heard that the western land is rich and green.
2. Susan's family wants space for farming and a house.

My conclusion:

Possible response: Susan's family is moving west for a better life.

Clues:

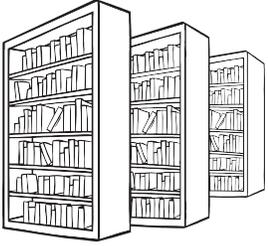
1. Susan's heart races, and her stomach flutters.
2. Susan thinks of both good and bad stories.
3. Susan smiles at the end of the passage.

My conclusion:

Possible response: Susan is both scared and excited about her journey.

Describe a time when you explored something for the first time.

Answers will vary.



Mixed Skills: Compare and Contrast, Fact and Opinion, and Word Families

Directions: Read the passage. Then answer the following question(s).

The Weekly Register

City Life-Country Life

Maryland, Jan. 1880 - This week, we are taking a look at how pioneers live out in the country. We will examine how living in the country is different from living in the big city. We will also look at how some things are the same in both places.

People in the country do many of the same things people in the city do. Like city folk, people in the country build homes. They also weave cloth and chop wood. Children help with chores around the house. And like city families, country families have gatherings. They enjoy time with their neighbors. Also, families work together. They try to make their communities better places to live.

The city and the country are also different from one another. In the city, many things are produced by machines. Items such as paper and cloth are easy to find. In the country, people make almost everything by hand. People in the country often do not have basic things such as paper. Another difference is how far apart neighbors live. You can easily walk to a neighbor's house in the city. In the country, a neighbor usually lives miles away.

Louis Parker of Iowa says, "Often I return home late. I work through the heat of the day. And sometimes we work well into the night. A fellow farmer might need help picking crops or building

a barn. He might not have all the tools he needs to cut the wheat. Or maybe he does not know how to smoke meat for winter. Friends are important out here.”

It is clear that city life and country life are alike in some ways and different in others. Next week, we'll look at how life has changed for the Jones family. They recently moved from the city to the country. We'll see how their life has changed and how it has remained the same.

1. How are the city and the country alike?
 - A. People make things by hand.
 - B. Neighbors enjoy time together.
 - C. People make things with machines.
 - D. Paper and cloth are easy to find.
2. How are the city and the country different?
 - A. People build homes.
 - B. Children help with chores.
 - C. Families have gatherings.
 - D. People live close together.
3. Which is an opinion?
 - A. Country families have gatherings.
 - B. City families enjoy time with neighbors.
 - C. Country people work harder than city people.
 - D. City people make things with machines.

4. Which word means “to stay”?

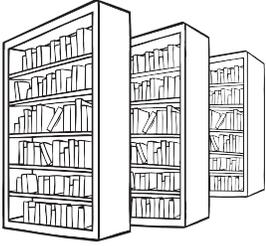
A. repeat

B. remain

C. reproduce

D. retrain

5. Do you live in the city or in the country? Describe how your life is the same as and different from another place.



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A. repeat

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5. Do you live in the city or in the country? Describe how your life is the same as and different from another place.

Answers will vary.



Compare and Contrast Ideas

Directions: Read the magazine article. Then use the words in the Word Bank to complete the chart below. The first one has been done for you.

Toys of Yesterday and Today

Most kids today like to play with toys. Pioneer children liked to play with toys too! Some of the toys they played with are similar to modern toys. Other pioneer toys are very different from modern toys. Have you ever thought about toys from the past? Come along and learn about the toys of yesterday and today.

Children in the 1800s played with some of the same toys kids play with today. For example, they played with blocks and dolls. They also had small toy animals and trains like modern children do. They also liked to do some of the same things modern kids like to do for fun. For example, pioneer kids liked to play make-believe. They also liked to build things.

Some pioneer toys were made out of the same materials as modern toys. Like their modern-day relatives, pioneer toys were made out of wood, cloth, and metal.

Pioneer children often made their own toys. They used things they could find easily. For example, dolls were made from apple cores and cornhusks. Pioneer toys were usually plain and simple. Children or adults made the toys by carving wood. Few pioneer families could afford to buy toys.

Today, children usually buy their toys at the store. Most modern

toys are made by machines in materials such as plastic. The blocks a pioneer child played with were usually made of wood. Today's blocks are often made of cloth or plastic. Modern blocks, unlike pioneer blocks, are usually brightly painted. Modern toys often come neatly wrapped in boxes or bags.

Toys have changed over the years. But one thing has remained constant. Children still enjoy playing with toys!

Word Bank

plastic homemade brightly painted cornhusks cloth
 dolls plain wood machine-made trains blocks
 make-believe small animals carved wood wrapped

Pioneer Toys	Pioneer and Modern Toys	Modern Toys
	cloth	



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Some pioneer toys were made out of the same materials as modern toys. Like their modern-day relatives, pioneer toys were made out of wood, cloth, and metal.

Pioneer children often made their own toys. They used things they could find easily. For example, dolls were made from apple cores and cornhusks. Pioneer toys were usually plain and simple. Children or adults made the toys by carving wood. Few pioneer families could afford to buy toys.

Today, children usually buy their toys at the store. Most modern

toys are made by machines in materials such as plastic. The blocks a pioneer child played with were usually made of wood. Today's blocks are often made of cloth or plastic. Modern blocks, unlike pioneer blocks, are usually brightly painted. Modern toys often come neatly wrapped in boxes or bags.

Toys have changed over the years. But one thing has remained constant. Children still enjoy playing with toys!

Word Bank

plastic homemade brightly painted cornhusks cloth
 dolls plain wood machine-made trains blocks
 make-believe small animals carved wood wrapped

Pioneer Toys	Pioneer and Modern Toys	Modern Toys
<p>homemade</p> <p>plain</p> <p>cornhusks</p> <p>carved wood</p>	<p>cloth</p> <p>dolls</p> <p>blocks</p> <p>make-believe</p> <p>wood</p> <p>small animals</p> <p>trains</p>	<p>plastic</p> <p>brightly painted</p> <p>machine-made</p> <p>wrapped</p>



Using Question-and-Answer Relationships

Directions: Read the passage. Then answer the following question(s).

A Special Gift

On June 15, 1885, America received an unusual gift. The French people wanted to give the Americans a present to celebrate America's birthday. The exciting surprise was built in France. It was a statue made of copper and steel. The huge statue was taken apart before being packed for her new home. France shipped the gift to the United States. Everyone in Europe heard the important announcement. A great lady was sailing to the New World!

The statue arrived at Bedloe's Island in pieces. The pieces had been packed in 214 crates. Each piece had to be carefully removed. Next, a huge concrete base was built. Then workers had to put the statue back together. It was a very difficult job.

It took more than a year before the statue was complete. Many people were eager to finally see it. On October 28, 1886, the public was invited to meet the Statue of Liberty. She was beautiful with her torch reaching high above her head in New York Harbor.

For many years after she arrived on American shores, Lady Liberty greeted newcomers. People came to America through New York Harbor. They came from all over the world to start a new life. The statue was and remains an important symbol of freedom and hope for Americans.

The Statue of Liberty continues to be a gift to everyone who sees her. She still greets visitors. Today groups of tourists still line up to see her. Visitors mention how excited they are to see the famous statue.

1. What was France's gift to America?
 - A. a concrete base
 - B. the Statue of Liberty
 - C. some copper and steel
 - D. the New York Harbor

2. What does Lady Liberty represent for Americans?
 - A. copper and steel
 - B. a welcoming smile
 - C. freedom and hope
 - D. a gift of excitement

3. The word announcement means _____.
 - A. "saying words correctly."
 - B. "saying words in a quiet voice."
 - C. "telling people some information."
 - D. "telling people about their presents."

4. Why did France give the statue to America?

- A. to celebrate America's birthday
- B. to give visitors to New York a thrill
- C. to greet newcomers and tourists
- D. to make the tallest statue in the world

5. What place does the "New World" refer to in the passage?

Write your answer on the lines below.



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Possible response: The "New World" represents the United States of America.
