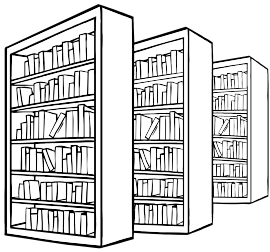


History



Print Partner Title / First Line	Skill
The People of the Corn (Ancient Maya)	Distinguishing Statements of Fact & Opinion and Describing Historical Features
Ancient Roman Rites of Passage	Describing Cultural and Historical Features
Long Ago in Egypt	Distinguishing Fact and Opinion
The Once Great Mesopotamia	Using the Structure of Informational Text
One Person Really Can Change the World (Mohandas Gandhi)	Reading Fluently
Nelson Mandela Fights Apartheid	Identifying the Author's Viewpoint and Bias
Sealand (World War II)	Identifying the Author's Viewpoint and Bias
The Voyage of Magellan	Paraphrasing Information and Rereading to Recall Important Ideas
Aztecs and Incas	Analyzing Text That Uses the Compare-and-Contrast Organizational Pattern
Who Needs a Self-Starter? (Model T Ford)	Identifying the Main Idea and Supporting Details
The Great Pyramid	Paraphrasing Information: Simplifying Difficult Information to Clarify Meaning

- 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.



Mixed Skills: Distinguishing Statements of Fact and Opinion and Describing Historical Features

Directions: Read the magazine article. Then read each question and circle the correct answer.

The People of the Corn

The ancient Maya people lived in what is now Guatemala, Belize, and the Yucatán Peninsula. Their culture began around 300 A.D., or 1,700 years ago. Highly intelligent, they mapped the stars in the sky without telescopes. They built pyramids. They created beautiful artwork. They also cleared forests. In their place, they created fields. Descendants of the Maya are still alive today.

Maya Creation Story

The ancient Maya believed that they were made from corn. According to the Maya, the Heart of Sky was their creator. The Heart of Sky tried several times to make people. On his final attempt, he made the Maya out of maize. *Maize* is another word for corn.

Maya Culture

What we know of Maya culture comes from the records they left behind. These records were found written and painted on pots and stucco.

Maya artists created paints using plants, clay, and water. With the paint, the artists created colorful images on pottery. These images told about their rituals and myths.

There were two classes of people in the Maya culture: those that ruled and the farmers and workers. In between, there were also writers, artists, and builders.

Farmers played an important part in this culture. Each family had its own farm. On it, they would grow chili peppers, beans, squash, and maize. Being able to grow their own corn helped the Maya a lot. This made them more than just hunters and gatherers. So, it's not surprising that the Maya believed they were made from maize.

Maya Accomplishments

The Maya achieved several things that helped them to be a great civilization. First, they developed their own system of writing. Out of all the other ancient peoples in this part of the world, they were the only ones to create a written language. Along with their written language, the Maya also created a number system.

The Maya developed two calendars. The first was a $365 \frac{1}{4}$ -day calendar based on the movements of the sun. The second was a 260-day calendar based on their special rituals.

The Maya did not live in just one location. They lived in several places that were called *city-states*. Each city-state had its own government. Unlike other ancient peoples such as the Aztecs, each Maya city-state ruled itself.

Maya Today

Today, there are six million Maya living in Central America. They still keep track of the 260-day calendar. Modern Maya women wear blouses that are hand-woven, colorful, and full of patterns. It is easy to tell which Maya community a person belongs to by the color he or she wears. Each community sports a different color.

The Maya remain one of the most interesting civilizations in history.

1. Which of the following statements is an opinion?
 - A. The Maya grew their own maize.
 - B. The Maya are still alive today.
 - C. The Maya made the prettiest pottery.
 - D. The Maya created a system of writing.

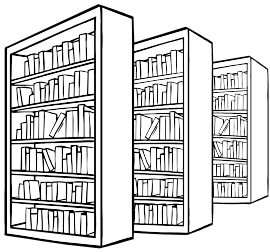
2. In which section could you learn more about what the Maya ate?
 - A. Maya Creation Story
 - B. Maya Culture
 - C. Maya Accomplishments
 - D. Maya Today

3. Which is a historical feature in the passage?
 - A. The Maya had artists and builders.
 - B. The Maya creation story was based on corn.
 - C. Today, the Maya wear hand-woven shirts.
 - D. The Maya civilization began about 300 A.D.

4. What can you conclude about the Maya today?
 - A. People still follow ancient Maya traditions.
 - B. People still grow chili peppers.
 - C. People still believe the creation story.
 - D. People still chart the stars without telescopes.

Directions: Read the question. Then write your answer in complete sentences on the lines below.

5. What is the most interesting thing you read about the Maya? Explain your answer.



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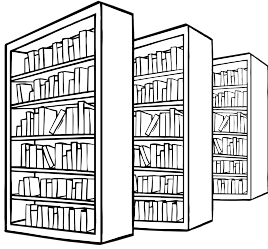
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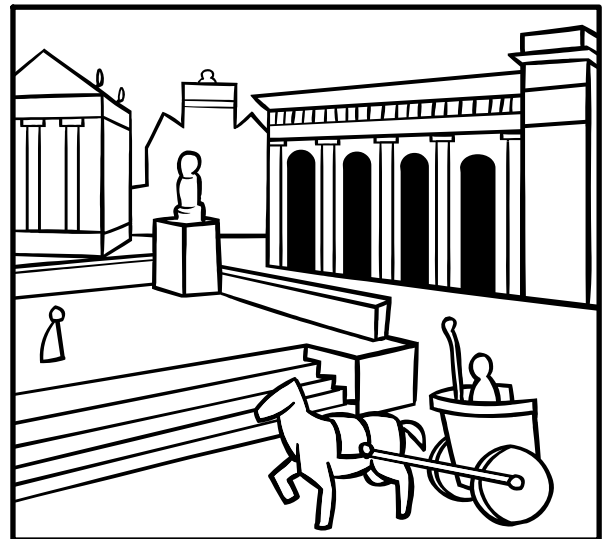
Describing Cultural and Historical Features

Directions: Read the passage. Then complete the graphic organizer that follows.

Ancient Roman Rites of Passage

In every culture, people experience rites of passage. A *rite of passage* is an event, or chapter, in a person's life. This event helps a person pass from one chapter of his or her life to the next. Though you may not know it, you have already experienced a rite of passage in your life. Starting school for the first time is a rite of passage.

The ancient Romans lived around 800-100 B.C. That is more than 3,000 years ago! When ancient Rome was at its height, it owned a lot of land. The Roman people had many rites of passage. And while they may sound different to us, these rituals were very important to them.



Birth

In ancient Rome, when a child was born, people were both excited and afraid. You see, the Romans believed that wild spirits lived in the fields. They felt they needed to keep these spirits from entering the home. They were afraid the spirits would harm their children. Farming tools were used to protect their houses. Here is how it worked. The men would strike the doorway of the house with the tools. They believed this act would keep the spirits from harming their children. The parents also gave their kids something called a *bulla*. A *bulla* was a necklace thought to protect any child who wore it.

Coming of Age

For the Romans, coming of age was the time when a boy became a man. At that time, the boy would take off his bulla. He would also trade his childhood toga for the toga of manhood.

Marriage

Ancient Romans did not do anything specific when they got married. In ancient Rome, people only had to agree to be husband and wife. At that point, they were married. This is very different from today. These days, people must go through an official process to become married. There is paperwork to fill out and a ceremony to attend.

Wealthy Roman couples would, however, throw a party to celebrate their marriage. Everyone would eat food and drink wine. There would also be music and dancing. Guests of the Roman couple would light torches. Once the party was over, the bride would walk to her husband's house. While she walked, people would shout jokes to her. The groom would be waiting at his house. The Romans thought it was important for the groom to be there to welcome his bride into her new home.

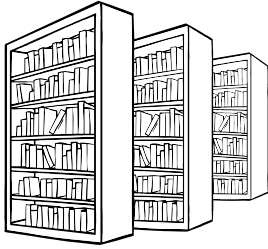
When the bride arrived, the groom would carry her through the doorway. While people still sometimes do this today, the act carried a deeper meaning with the ancient Romans. The Romans believed that if the bride tripped on her first steps in the house, she would bring bad luck to the family. That is why the groom would carry her.

Directions: Look at the boxes below. Write three historical facts about ancient Rome in the left-hand box. Then write three cultural facts about ancient Rome in the right-hand box. Use the following features to help you write the facts.

- names •language •maps •photographs •words and phrases
- dates •events •character actions •clothing •food

Historical Facts	Cultural Facts

Directions: Think of a rite of passage that you have experienced. Write about your rite of passage on the lines below.



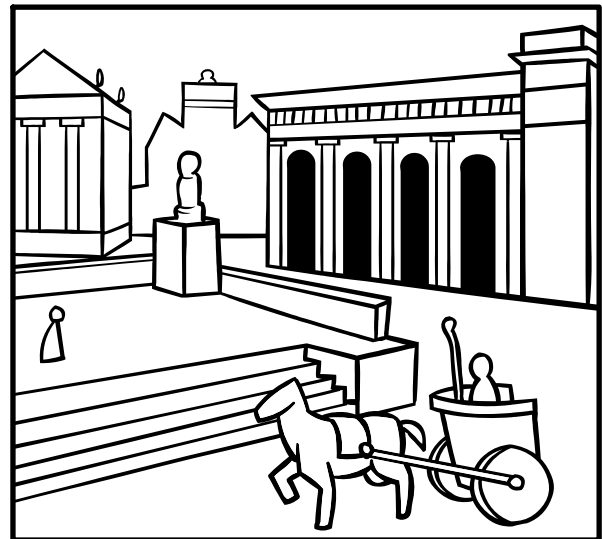
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Historical Facts	Cultural Facts
Answers will vary.	Answers will vary.
1. Map of ancient Rome	1. Children wore a bulla to keep them safe.
2. The Romans lived around 800-100 B.C.	2. People wore togas.
3. When ancient Rome was at its height, it owned a lot of land.	3. The groom would wait for his bride at their new house.

Directions: Think of a rite of passage that you have experienced. Write about your rite of passage on the lines below. **Answers will vary.**

Possible response: When I was six years old, my parents gave me my first soccer uniform. It was an important rite of passage because it meant that I was old enough to start playing soccer on a team.



Distinguishing Fact and Opinion

Directions: Read the passage. Then complete the activity that follows.

Long Ago in Egypt

Thousands of years ago, a group of people lived in Egypt. They lived on a little strip of land along the Nile River. Every year, the Nile would flood. When the waters retreated, rich soil was left behind. This soil was perfect for farming, and the ancient Egyptians called it the “Black Land.” All the other land in the area was made up of hot, dry desert. The Egyptians felt lucky to have found this special spot near the river.

Ancient Egyptians did not have many of the things we have today. For example, the Egyptians did not have televisions. They did not have video games. They certainly did not have computers or the Internet! You might be fooled into thinking the Egyptians had nothing to do. Actually, this ancient people kept very busy with work and play.

Egyptians at Work

The Egyptians spent their time doing many of the same things modern people do. They built houses to live in. They also built big, sturdy buildings called *pyramids*. In fact, some of their pyramids are still standing today! The Great Pyramid at Giza is the largest single building ever created on Earth that we know of. No one today could build a pyramid as well as the Egyptians did!

In addition to building pyramids and homes, the ancient Egyptians also farmed land and tended sheep. They taught their children, and they raised them well. The Egyptians also ran businesses. They would sell their crops, cloth for clothes, perfumes, jewelry, furniture, and food, such as bread.

Egyptians at Play

The Egyptians found many ways to entertain themselves in the Nile River region. One of these was writing and telling stories. The Egyptians wrote in one of the most beautiful languages in the world-*hieroglyphics*. Long ago, this language was discovered. Many have studied it over the years. Ancient Egyptians would draw pictures on the walls of the pyramids. This was their way of writing down their special stories.

In these drawings, the Egyptians told about fishing in the Nile River. They also described riverboat trips. They enjoyed relaxing on the shore or swimming in the slow-moving waters of the Nile. They loved music and often played instruments to pass the time. These ancient people also loved to play board games. Sometimes, if they were feeling adventurous, they would even hunt crocodiles or hippos! It seems quite silly to hunt crocodiles or hippos!

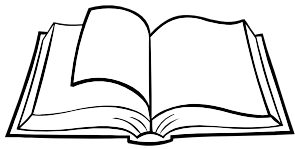
Wealthy Egyptians liked to have big parties. They would serve food and drinks to their guests. To entertain their guests, they hired musicians, dancers, and acrobats.

Even though the Egyptians lived a long time ago, they were not that different from people of today.

Directions: Read each statement and decide if it is a *fact* or an *opinion*.

- If it is a fact, place an X under “Fact.”
- If it is an opinion, place an X under “Opinion.”
- If the sentence contains a fact *and* an opinion, place an X in both boxes.
Then underline the words that express an opinion.

	Fact	Opinion
The Egyptians felt lucky to have found this special spot near the river.		
For example, the Egyptians did not have televisions.		
The Great Pyramid at Giza is the largest single building ever created on Earth that we know of.		
No one today could build a pyramid as well as the Egyptians did!		
In addition to building pyramids and houses, the ancient Egyptians also farmed land and tended sheep.		
<i>Hieroglyphics</i> is one of the most beautiful languages in the world.		
This soil was perfect for farming, and the ancient Egyptians called it the “Black Land.”		
Sometimes, they would even hunt crocodiles or hippos. It seems quite silly to hunt crocodiles or hippos!		



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For example, the Egyptians did not have televisions.	X	
The Great Pyramid at Giza is the largest single building ever created on Earth that we know of.	X	
No one today could build a pyramid as well as the Egyptians did!		X
In addition to building pyramids and houses, the ancient Egyptians also farmed land and tended sheep.	X	
<i>Hieroglyphics</i> is one of the most beautiful languages in the world.		X
<u>This soil was perfect for farming,</u> and the ancient Egyptians called it the “Black Land.”	X	X
Sometimes, they would even hunt crocodiles or hippos. <u>It seems quite silly to hunt crocodiles or hippos!</u>	X	X



Using the Structure of Informational Text

Directions: Read the magazine article. Then complete the graphic organizer that follows.

The Once Great Mesopotamia

by Nicole Mead

The ancient civilization of Mesopotamia ruled thousands of years ago. The lands of Mesopotamia were located in what is now known as Iraq. For its time, Mesopotamia was a great civilization. It was one that lived in very rich and fertile lands.

Geography

The word Mesopotamia means “the land between two rivers.” As luck would have it, this civilization was located between two rivers. The rivers were the Tigris and the Euphrates. Mesopotamia took up a fairly large area of land. It was about 300 miles long and 150 miles wide.

Climate and Environment

It was often very hot in Mesopotamia. The temperature was usually over 110 degrees. In the winter, the weather was cool, and rainfall was moderate.

Ancient Mesopotamia experienced a lot of flooding. These floods were challenging for farmers. But in time, they learned how to deal with and control them. Because the land between the two rivers was wet and fertile, the farmers were able to grow a variety of crops. These included barley, sesame, and wheat. They also grew some fruits and vegetables. Sadly, over time, the land changed. Eventually the fertile lands disappeared.

Clothing

The people of Mesopotamia made their own clothes out of a special material. This material was made from the stems of a plant called *flax*. The stems were used to create both heavy and light fabrics.

Women usually wore dresses that covered them from their shoulders to their ankles. They left their right arms uncovered. Usually, they wore their hair long and braided.

Men left their chests uncovered, and they wore a skirt that tied at the waist. They sometimes grew their hair long and had beards. Others shaved off their hair.

Achievements

The people of Mesopotamia created several things that are still used today. The most important thing they invented was a form of writing. They would draw pictures on clay tablets. These pictures represented words. Some people became *scribes*, or writers. The scribes began to study writing at eight years of age. Thanks to the Mesopotamians, now every civilization has some form of writing!

You may not believe it, but the people of Mesopotamia are known for inventing the wheel. Life became much easier after the wheel was invented. For example, before the wheel, people had to travel by boat to other cities downstream in order to trade goods. When it was time to return home, they would have to take the boats apart and carry them back upstream.

Then they would have to put them back together again. It was exhausting work. Imagine what they could do with a wagon. Instead of taking the boat apart, they could simply put it on wheels and pull it!

Directions: Think about the passage you just read. Now look at the boxes below. In each box, there is a topic. Find one interesting fact about each topic from the passage and write it in the box. Explain why you think this fact is important.

Geography

Fact: _____

This is important because _____

Climate and Environment

Fact: _____

This is important because _____

Clothing

Fact: _____

This is important because _____

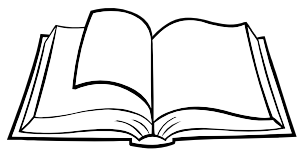
Achievements

Fact: _____

This is important because _____

Directions: Read the question. Then write your answer in complete sentences on the lines below.

How were the people of Mesopotamia like the people of today?



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Geography

Fact: Mesopotamia was located between the Tigris and the Euphrates rivers.

This is important because the rivers were a major water source for the civilization.

Climate and Environment

Fact: Farmers learned how to deal with and control the floods so that they could grow crops.

This is important because the farmers had to overcome a problem in order to survive.

Clothing

Fact: The people made their own clothes out of a special material made from stems of the flax plant.

This is important because the people were creative in finding things in nature to help them survive.

Achievements

Fact: **The people of Mesopotamia created a writing system.**

This is important because **now every civilization has some form of writing.**

Directions: Read the question. Then write your answer in complete sentences on the lines below. **Answers will vary.**

How were the people of Mesopotamia like the people of today?

Possible responses: Like the people of today, the people of

Mesopotamia invented things they needed to make life easier. For

example, they invented the wheel to make travel easier. Today,

people are constantly inventing new things to improve the quality of life.



Reading Fluently

Directions: Read the passages aloud.

One Person Really Can Change the World

Written by Barbara Davis-Pyles

Can one person actually change the world? Mohandas Gandhi and Nelson Mandela are two individuals who did just that. Even though many obstacles stood in their way, both men changed the world around them.

Mohandas Gandhi was born in India in 1869. As was the Indian tradition, his parents arranged a marriage for him at the age of 13. After marriage, he finished school, studied law in England, and then worked in South Africa. While there, Gandhi saw that Indians were mistreated and did not have the same rights as white people. He set out to teach peaceful ways to solve problems and participated in peaceful protests against the government of South Africa.

Gandhi returned to India to stand up for the rights of the Indian people and India's independence from England. Once again, he taught his peaceful ways to the people. They began to call him Mahatma, meaning "great soul." Through his work, India finally achieved independence in 1947.

Nelson Mandela is another person who was concerned with the rights of his people. He was born in 1918 in a small South African village. His father named him *Rolihlahla*, meaning "troublemaker." He was later given the name "Nelson" by his first teacher.

At that time, South Africa was ruled by white people, many of whom thought that black Africans did not deserve equal rights. Mandela was angered by this unfairness, and as he grew up, he became very active in the equal rights movement. In fact, he became so active that he was kicked

out of college in 1940 for being part of a protest. He then had to finish his college degree by mail.

After college, Mandela went to law school and then opened a law office. One day in 1960, white police officers killed 69 black protesters, and Mandela decided that fighting back was the only solution. In 1964, the South African government found him guilty of sabotage and sentenced him to life in prison. While in prison, Mandela continued to work for the rights of black people, and over the years, people around the world took up his cause. They asked for his release from jail and for equal rights for black Africans.

After being released from prison in 1990, Mandela continued to focus on securing equal rights for black Africans. He and F.W. de Klerk, the president who released him, received the Nobel Peace Prize in 1993. In 1994, Nelson Mandela was elected president of South Africa.

Both Gandhi and Mandela made a difference by freeing their people. You can make a difference too. In fact, you can change the world!

My Okinawa Adventure

Written by Michele Tulenko-Brodie

From inside our building, I heard the wind howling and the rain slamming against my window at more than 100 miles per hour. We had just moved to Okinawa and we found ourselves locked in our apartment. A typhoon was heading straight toward the island and we were stuck inside for two days until the base commander gave us the “all clear” signal on the radio.

We move around a lot because my father is in the military, and of all

the places we have lived, Okinawa, Japan, is my favorite. Okinawa is located about 300 miles south of mainland Japan. When we moved there, I learned many Okinawan customs and traditions. I also learned to use chopsticks and to speak and write Japanese. I think living in a foreign country so far from home was an interesting experience.

We had seven typhoons our first summer! Typhoon season runs from June through November in Okinawa, and by the end of our first season, I felt like a typhoon pro.

A typhoon is a hurricane in the Pacific Ocean. Typhoons need water temperatures more than 80 degrees Fahrenheit to maintain their power. Okinawa is very hot and humid during the summer, so it is the perfect place for typhoons. That's why this area is called "Typhoon Alley."

Typhoons were not the only things in Okinawa that were new and exciting. On our first dining adventure, I remember looking at the menu. I thought it looked strange because there were several pictures of foods I did not recognize. The names of the dishes were written in Japanese symbols. "How are we supposed to order food?" I pondered.

When the waitress arrived, my dad pointed to the pictures of the dishes he guessed were tasty, and while waiting for our food, we practiced using chopsticks. Chopsticks are two long, thin sticks made of wood or bamboo. They are difficult to use. It took some time, but eventually I was able to pick up even the smallest grain of rice.

With time, we learned enough Japanese to place an order, compliment the chef, and ask for the bill. I liked sushi, teriyaki chicken, and pork curry the most. Many restaurants served a vegetable called goya. It looks to me like a large, bumpy cucumber and it can be prepared as a goya burger, goya juice, or as a side dish. Goya is an acquired taste; I found it bitter

and odd.

In addition to appreciating the food of Okinawa, I enjoyed learning about its culture and history. Okinawa is famous for holding the world's biggest tug-of-war. The contest is part of an annual festival in which Okinawans thank gods for the harvest, pray for rain, and ward off disease.

Okinawa is also known as the birthplace of *karate*, which means “art of the empty hand.” In the 1400s, the king passed a law forbidding the use of weapons. Without weapons, Okinawans learned to use their body, mind, and spirit to defend themselves.

I have lived in many places around the world, but Okinawa and its people will always have a special place in my heart.



Reading Fluently

Directions: Read the passages aloud.

One Person Really Can Change the World

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Identifying the Author's Viewpoint and Bias

Directions: Read the passage. Then complete the activity that follows.



Nelson Mandela Fights Apartheid

¹ Until the 1960s, the Union of South Africa was the only self-governing nation in the southern part of the continent. It was a member of the British Commonwealth of Nations, a group of nations loyal to the British monarch.

² South Africa was different from the rest of Africa because it was controlled by Europeans, or “whites.” In 1948, the white-controlled government in South Africa made apartheid its official policy. This policy resulted in the segregation of blacks and other nonwhite South Africans from whites. White South Africans refused to give blacks and other nonwhite people any political, economic, or social rights, including the right to vote. Whites also decided where nonwhites could live.

³ Great Britain and other nations protested this apartheid policy. As a result, South Africa withdrew from the British Commonwealth and became a republic in 1961.

Why Was Nelson Mandela Jailed for 26 Years?

⁴ On the first day that young Rolihlahla Mandela went to school in South Africa, his teacher gave him an English name: Nelson. In his native language, Rolihlahla means “he who pulls the branch of a tree.” The English translation of this word is “troublemaker.” As an adult, Nelson Mandela did make trouble for those who wanted apartheid, and he changed the history of his country.

⁵ In June 1964, a South African court sentenced Mandela to life in prison. The court said that Mandela had tried to overthrow the white minority government, and the government wanted to silence Mandela because he worked to gain political, economic, and social rights for black South Africans. Mandela remained a prisoner of the South African government for 26 years.

Who Released Mandela from Prison?

⁶ The South African government locked Mandela behind prison walls. Nevertheless, he still became a hero for black South Africans. In 1989, F.W. de Klerk became president of the Republic of South Africa.

⁷ By this time, the black protest to end apartheid was growing stronger. President de Klerk legalized the African National Congress so people could join it without breaking the law. In 1990, de Klerk released Mandela from prison.

How Did Mandela Help South Africans?

⁸ The African National Congress made Mandela its leader, and he immediately called for equal rights for all people. For four years, Mandela and de Klerk negotiated over black political, economic, and social rights. Finally, the two leaders agreed to a plan that provided for South Africa's first multiracial (or, people of all races) election. This meant that all citizens of South Africa could vote. Because of their work together, de Klerk and Mandela were awarded the Nobel Peace Prize in 1993.

⁹ In 1994, the people of South Africa elected Mandela as president. He served one term. In 1999, at the age of 80, he retired from public office. People around the world honored Mandela for breaking down apartheid and uniting a divided nation.

Directions: Read the preceding passage. Circle the sentence that most appropriately answers the question.

1. According to the author, the term apartheid refers to _____.
 - A. a fight for voting rights.
 - B. an official policy of segregation.
 - C. a struggle to overthrow the government.
 - D. a protest to legalize rights for black South Africans.

2. In Paragraph 5, the author implies that _____.
 - A. Mandela deserved to be imprisoned for life.
 - B. the government should not have imprisoned Mandela.
 - C. Mandela's focus was inequality in education.
 - D. Mandela should not have spoken out against the government.

3. The author considers Mandela a _____.
 - A. hero.
 - B. revolutionary.
 - C. nuisance.
 - D. criminal.

4. What is the author's opinion about Mandela and de Klerk's election plan in Paragraph 8?
 - A. The election plan was unnecessary.
 - B. The election plan did not make enough changes.
 - C. The plan made necessary changes to elections.
 - D. All citizens should not have been given the right to vote.

5. Which sentence best represents the author's opinion?
 - A. Mandela was guilty and should have stayed in jail.
 - B. Mandela should not have become president.
 - C. President de Klerk did not deserve the Nobel Prize.
 - D. It was important that voting rights be given to black South Africans.

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Identifying the Author's Viewpoint and Bias

Directions: Read the passage. Then complete the activity that follows.



Sealand

In the North Sea, about six miles off the coast of England, there is an abandoned British military fort that was built during World War II. Its base is a concrete and steel platform measuring 168 by 88 feet that is anchored to the bottom of the sea. On the platform are two towers joined by a deck. The two towers have seven floors with dining and sleeping accommodations, storage areas, and even a chapel. A steel framework at one end of the deck supports a landing stage and crane to lift supplies aboard. Generators provide electricity for the structure. This is the sovereign principality of Sealand, and for just over one billion U.S. dollars, it can be yours!

Sealand was founded in 1967 by radio operator Roy Bates. He had been looking for a place to broadcast his private British radio station away from the control of the British Broadcasting Company. British lawyers assured him that legally the abandoned fort did not belong to anyone and he could stake a claim. Calling himself Prince Roy, he and his wife Princess Joan and their teenage children, Prince Regent Michael and Princess Penelope, moved into the fort. They raised a red, white, and black flag, and declared themselves the royal family of Sealand.

Prince Roy never got around to making radio broadcasts from Sealand. The family lived a rustic life during the 1960s and 1970s. They spent millions of dollars remodeling the fort into a fantastic royal residence. In addition, the royal family created and enforced their own laws. In an attempted takeover of the tiny nation, they defended Sealand in a valiant struggle against armed attackers. The motto of the country is "From the sea, freedom."

Sealand established its own money system, stamps, and even issued legal passports. National Courts have approved the family's rights and claims of sovereignty over the island. European states recognize Sealand as a small nation.

Prince Roy and Princess Joan left the tiny island in the 1990s, retiring to Spain. Prince Roy said, "It's been a huge adventure. We've had a privileged life, even if we had to invent our own privileges. We fought for liberty and won. Isn't that everybody's dream?"

In 2007 Sealand was for sale for approximately one billion U.S. dollars. The ocean view is dramatic; you could not ask for more privacy; and you can play your music as loud as you want—the neighbors certainly will not complain!

Directions: Circle the correct answer for each question. Then write a response to the last question.

1. Which sentence from the passage shows that the author feels it would be great to live in Sealand?
 - A. Sealand established its own money system, stamps, and even issued legal passports.
 - B. A steel framework at one end of the deck supports a landing stage and crane to lift supplies aboard.
 - C. The two towers have seven floors with dining and sleeping accommodations, storage areas, and even a chapel.
 - D. The ocean view is dramatic; you could not ask for more privacy; and you can play your music as loud as you want—the neighbors certainly will not complain!
2. Which sentence from the passage shows how the author feels about the Bates' fort?
 - A. Sealand was founded in 1967 by radio operator Roy Bates.
 - B. Sealand is now for sale for approximately one billion U.S. dollars.
 - C. The family lived a rustic life during the 1960s and 1970s.
 - D. They spent millions of dollars remodeling the fort into a fantastic royal residence.
3. Why did the Bates family move into the fort at Sealand?
 - A. to remodel the fort into a residence
 - B. to defend the fort against armed attackers
 - C. to help generate more electricity for England
 - D. to have the freedom to broadcast a radio station
4. What can you conclude about Roy Bates' character?
 - A. He is determined and strong-willed.
 - B. He is unwilling to take chances.
 - C. He does not pursue his dreams.
 - D. He gives up easily during struggles.
5. Summarize the history of Sealand.

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Answers will vary. Sealand was originally a British military fort. It was founded in 1967 by Roy Bates. He and his family remodeled the fort into a residence and lived there until the 1990s. During their time at Sealand, the Bates family created laws, money, stamps, and passports. Sealand is officially recognized as a tiny nation and was put up for sale in 2007.

Paraphrasing Information and Rereading to Recall Important Ideas

Directions: Read the passage. Then complete the activity that follows.



The Voyage of Magellan

- ¹ Portugal and Spain had been rivals for a long time. After Columbus's first voyage, the two countries agreed to divide the world. An imaginary line, called the Line of Demarcation, was drawn from north to south, running through Greenland and Brazil. The two countries agreed that Spain would control everything west of the line and Portugal would control everything east of the line.
- ² Portugal began to take control of cities along the African coast and in southern India. By 1512 the Portuguese had even reached the Moluccas, the spice islands of Indonesia. The king of Spain wondered if the Moluccas were far enough west to be part of the half of the world that was under his control. Ferdinand Magellan offered to find the answer.
- ³ Magellan was born in Portugal in 1480. He sailed for many years with the Portuguese navy, fighting in battles in Africa and India. In 1512 he was sent to Morocco to battle the Moors. In Morocco, Magellan received a wound that left him with a limp for the rest of his life. He later asked the Portuguese king for a small raise in pay, but the king refused and said that Magellan should think about working for someone else.
- ⁴ Magellan gave up his Portuguese citizenship and offered his services to the king of Spain. Magellan suggested that the Moluccas could be reached by sailing west, rather than around Africa. The king approved of the plan, and on September 20, 1519, Magellan left Spain with five ships.
- ⁵ Magellan encountered storms as he crossed the Atlantic, but he reached Rio de Janeiro safely. He hoped to find a passage through South America, so he explored inlets and bays as he sailed south. On October 21, Magellan discovered a strait. (A strait is a narrow channel that connects two bodies of water.) This was the passage Magellan was looking for, and he sailed through to the Pacific Ocean.
- ⁶ The Pacific passage was calm but very long. The ships' crews were sick and starving by the time they reached the island of Guam in March 1521. They stayed long enough to regain their health, and then loaded the ships with coconuts and sailed on.
- ⁷ After leaving Guam, Magellan sailed to the islands later known as the Philippines. He made an alliance with the people of one island, but on April 27 people on a different island killed Magellan.
- ⁸ From the Philippines, two of Magellan's ships continued sailing east, but only one reached Spain, in 1522. This was the first circumnavigation of the world. Though Magellan did not return from the expedition, he was still given credit for its success. It had been his plan, and he was the commander who had guided the expedition around South America and across the Pacific Ocean. The passage he had discovered was named the Strait of Magellan in his honor.

Directions: Refer to the passage to match the paraphrases and paragraphs. Write the appropriate paragraph number on each blank line.

Paraphrase: Paragraph # _____

Portugal expands its control to the African coast, southern India, and the Moluccas. This prompts the King of Spain to determine, with Magellan's help, whether the Moluccas lie in his western half of the world.

Paraphrase: Paragraph # _____

After hitting stormy weather, Magellan reaches Rio de Janeiro safely. Looking for a passage through South America, Magellan discovers a strait and sails through to the Pacific Ocean.

Paraphrase: Paragraph # _____

With the safe arrival of one of his ships back in Spain, Magellan is credited with the first circumnavigation of the world. His plan and command of the expedition is honored when the passage he discovered is named the Strait of Magellan.

Paraphrase: Paragraph # _____

After giving up his Portuguese citizenship, Magellan decides to work for the King of Spain and offers a plan for reaching the Moluccas by sailing west. His plan is approved, and he sets sail in 1519 with five ships.

Paraphrase: Paragraph # _____

The crew becomes sick and starving during the long voyage. When they reach Guam, they stay to rest and load coconuts before sailing on.

Paraphrase: Paragraph # _____

Rivals Portugal and Spain agree to divide the world using an imaginary Line of Demarcation that is drawn from north to south through Greenland and Brazil. The countries split control: east is controlled by Portugal; west is controlled by Spain.

Paraphrase: Paragraph # _____

From Guam, Magellan sails to the islands later known as the Philippines. While some islanders are friendly, others are not and kill Magellan on April 27.

Paraphrase: Paragraph # _____

Magellan, a native of Portugal, serves the Portuguese navy fighting battles in Africa, India, and Morocco. After a war injury leaves him with a limp, the King denies him a pay raise and suggests he work elsewhere.

Directions: Refer to the passage to match the paraphrases and paragraphs. Write the appropriate paragraph number on each blank line.

Paraphrase: Paragraph # 2

Portugal expands its control to the African coast, southern India, and the Moluccas. This prompts the King of Spain to determine, with Magellan's help, whether the Moluccas lie in his western half of the world.

Paraphrase: Paragraph # 5

After hitting stormy weather, Magellan reaches Rio de Janeiro safely. Looking for a passage through South America, Magellan discovers a strait and sails through to the Pacific Ocean.

Paraphrase: Paragraph # 8

With the safe arrival of one of his ships back in Spain, Magellan is credited with the first circumnavigation of the world. His plan and command of the expedition is honored when the passage he discovered is named the Strait of Magellan.

Paraphrase: Paragraph # 4

After giving up his Portuguese citizenship, Magellan decides to work for the King of Spain and offers a plan for reaching the Moluccas by sailing west. His plan is approved, and he sets sail in 1519 with five ships.

Paraphrase: Paragraph # 6

The crew becomes sick and starving during the long voyage. When they reach Guam, they stay to rest and load coconuts before sailing on.

Paraphrase: Paragraph # 1

Rivals Portugal and Spain agree to divide the world using an imaginary Line of Demarcation that is drawn from north to south through Greenland and Brazil. The countries split control: east is controlled by Portugal; west is controlled by Spain.

Paraphrase: Paragraph # 7

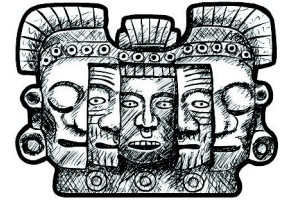
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Paraphrase: Paragraph # 3

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Analyzing Text That Uses the Compare-and-Contrast Organizational Pattern

Directions: Read the passage. Then complete the activity that follows.



Aztecs and Incas

Some of the greatest ancient civilizations of the world developed in Central and South America. Two of those civilizations, the Aztecs and the Incas, flourished and crumbled almost simultaneously in the years between 1100 and 1536 A.D. These two amazing cultures are similar in many ways.

Aztec society consisted of nobles, commoners, serfs, and slaves. Among the commoners, groups of Aztec families, called clans, farmed areas of land together. The nobles had serfs to farm their land for them. The Aztecs worked hard to reclaim swampland. They turned it into plots called *chinampas* where they grew maize, their primary crop. A wooden hoe was the only tool they used in their farming. They had no plows, oxen, or any wheeled vehicles.

Children worked alongside their parents from a very young age. Older boys were sent to the priests to learn history, poetry, astronomy, and most importantly, writing. The Aztecs had no alphabet. They wrote using a complicated series of pictures. They created painted books, called *codices*, from folded deerskin or paper made from bark.

Aztec craftspeople made colorful baskets and weavings, pottery, feather headdresses, and spectacular fans. Turquoise, a valuable bright blue stone, was frequently used in intricate jewelry or cut into tiny tiles and placed on ceremonial masks. A shiny black stone, obsidian, was used in tools and weapons.

The Inca empire was much more widespread and extremely organized. The Incas were master builders and masons. They constructed thousands of miles of highways linking every corner of their vast empire. Having no wheeled vehicles either, they led caravans of llamas hauling their goods as they walked. Storehouses and rest-houses were built at regular intervals, and the entire kingdom was strictly overseen by a pyramid of ruling officers and nobles.

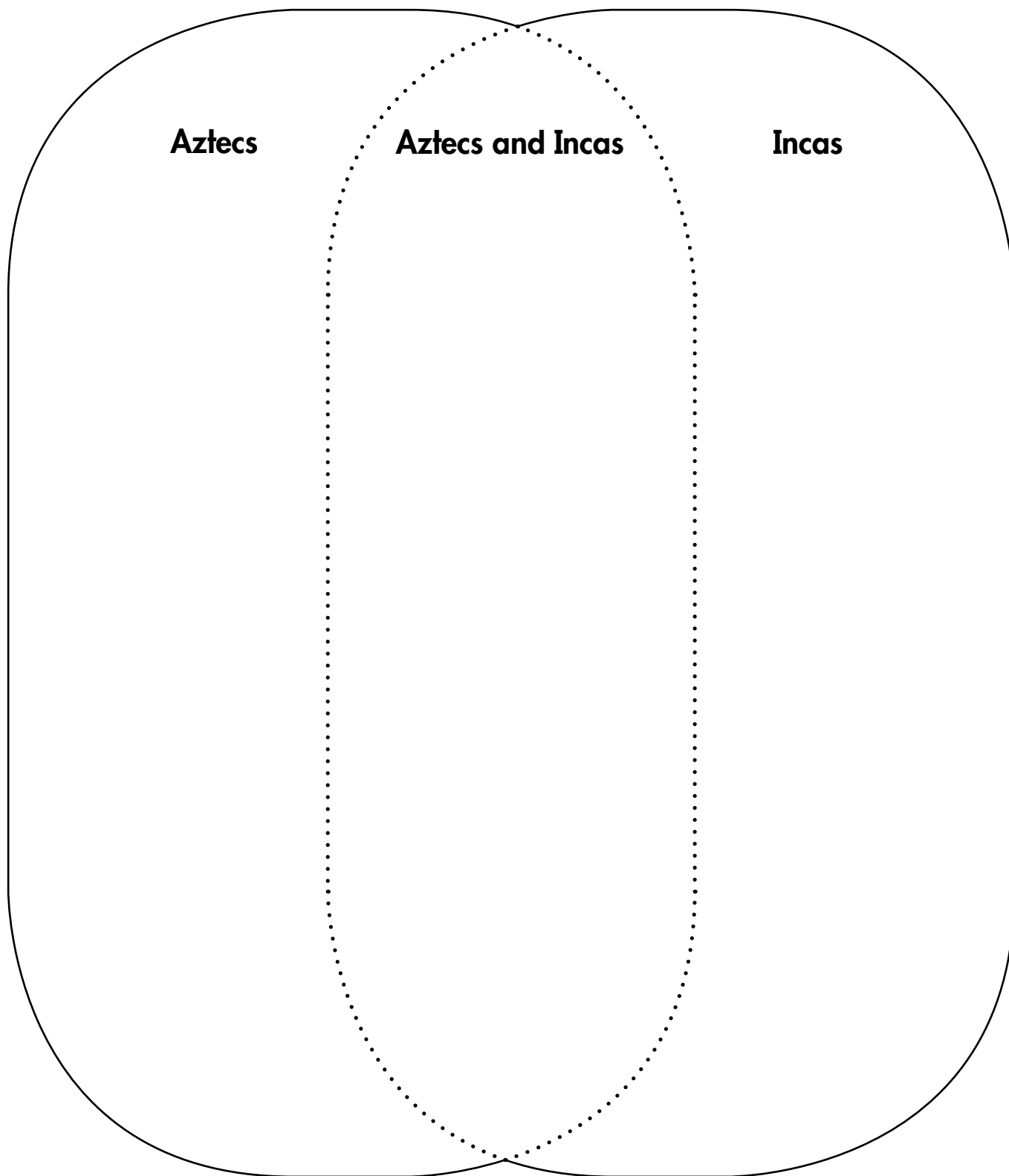
The Incas developed advanced irrigation techniques and a system of terraced fields that allowed them to grow crops on steep mountain ledges and drought-ridden coasts. Their primary crop was potatoes. They developed a method of freeze-drying that preserved the potatoes for up to a year. Inca men were given land to farm to support their families, but they had to dedicate two thirds of it to growing crops for the rulers. The Incas used only wooden foot plows.

Inca legend says that gold was the “sweat of the sun,” and Inca craftsmen excelled at working with gold. Many pieces of gold jewelry, masks, weapons, and decorations have been found among the Inca ruins.

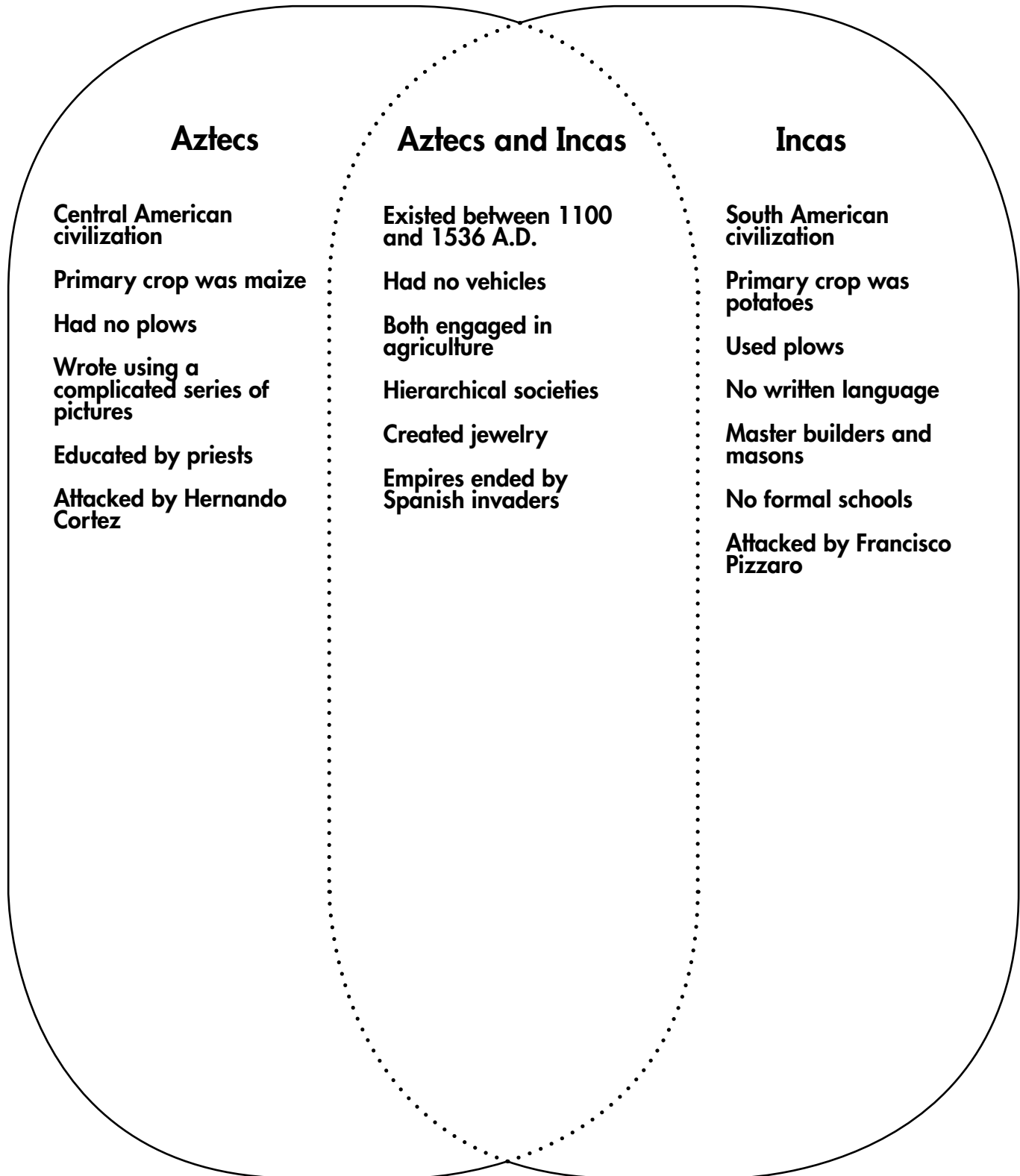
Although the Incas had no written language and there were no formal schools, some children were trained for special roles. Some were trained as warriors, relay messengers, or engineers. Some became accountants, who kept strict records of crops and populations on string calculators called *quipus*.

In the early 1500s, the Spaniards arrived in the new world, bringing new diseases that killed many natives. Spanish treasure hunter Francisco Pizarro attacked the Incas, and invader Hernando Cortes quickly conquered the weakened Aztecs. By 1536 both of these amazing empires had fallen.

Directions: Read the passage on the previous page. Use the Venn diagram below to compare and contrast the countries in the passage.

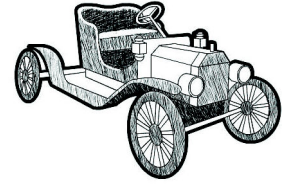


Directions: Read the passage on the previous page. Use the Venn diagram below to compare and contrast the countries in the passage. **Answers will vary.**



Identifying the Main Idea and Supporting Details

Directions: Read the passage. Then complete the activity that follows.



Who Needs a Self-Starter?

Have you ever heard of a Model T? The Model T was one of the first affordable cars that was widely available in the United States in the early 1900s. The early Model Ts did not come with self-starters until after 1919. At first, some motorists viewed this costly accessory with suspicion. After all, what self-respecting driver would shell out for an expensive self-starter when the car already came equipped with a perfectly good hand crank? Usually, drivers learned how to start their cars from another Ford owner and then developed their own strategies. First, the driver had to enter the car through the right-hand door (these models had no left-hand door by the front seat). He then reached under the steering wheel and set the spark and throttle levers in position, like the hands of a clock at ten minutes before three. After that, he had to get out of the car and move around to the front. There, he grabbed the crank with his right hand and slipped his left forefinger through the loop of wire that controlled the choke. Next, he pulled the loop of wire and turned the crank. As the engine coughed and started to race, he leapt onto the running board on the driver's side, leaned in, and moved the spark and throttle levers to twenty-five minutes to two. This adjusted the engine and kept it idling. He could then get back into the car, release the emergency brake, and drive off—or if needed, repeat the process. On second thought, it is not really hard to see why the idea of a car with a self-starter began to take off, especially on cold or rainy mornings.

Directions: Circle the correct answer for each question. Then write a response to the last question.

1. Which sentence best paraphrases why starting up a Model T was tricky?
 - A. The wire loop on the choke was small and often difficult to reach.
 - B. Starting the car required a precise process that did not always work.
 - C. The crank could be turned only when the levers were in position.
 - D. Other Model T owners did not explain the process well.
2. How did Model T owners adjust the engine once it started?
 - A. by moving the throttle lever
 - B. by pulling the choke loop
 - C. by leaping onto the running board
 - D. by releasing the emergency brake
3. What kept the car stationary while it was being started?
 - A. turning the hand crank slowly
 - B. standing on the running board
 - C. adjusting the spark and throttle levers
 - D. keeping the emergency brake on
4. Why did many Model T owners use a crank rather than a self-starter to start their cars?
 - A. Self-starters required instruction from a previous owner.
 - B. It was more convenient to use the crank than a self-starter.
 - C. At first, self-starters were an expensive option.
 - D. Most drivers thought using the crank was good exercise.
5. Paraphrase the process for starting a Model T using a crank.

Directions: Circle the correct answer for each question. Then write a response to the last question.

1. Which sentence best paraphrases why starting up a Model T was tricky?
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4. Why did many Model T owners use a crank rather than a self-starter to start their cars?

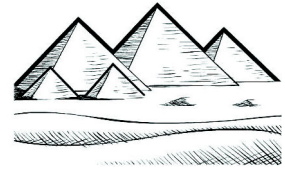
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5. Paraphrase the process for starting a Model T using a crank.

Answers will vary. The owner had to set the spark and throttle levers, pull the choke loop, and turn the crank to start the engine. Then he had to adjust the throttle to keep the engine idling before releasing the brake and driving off.

Paraphrasing Information: Simplifying Difficult Information to Clarify Meaning

Directions: Read the passage. Then complete the activity that follows.



The Great Pyramid

Of the Seven Wonders of the Ancient World, only one remains today: the Great Pyramid of Giza. It was built as a tomb for King Khufu, the second pharaoh of the fourth dynasty of ancient Egypt.

King Khufu commissioned the construction of his tomb at Giza around 2,600 B.C.E. Measuring 756 feet along each side of its base, standing 481 feet high, and covering 13 acres, the Great Pyramid of Khufu is the largest pyramid ever built. It is made of 2.3 million limestone blocks. Each block averages about 2.5 tons. These huge stones were transported from quarries, polished, and then pushed up ramps into position.

In the absence of advanced machinery or tools, this was an amazing feat. The Great Pyramid, and the two slightly smaller pyramids nearby, were built by workers from Egyptian villages. Their work was overseen by the pharaoh's supervisors. Scholars believe it took approximately 30 years to complete the Great Pyramid of Khufu. (It took approximately 80 years to complete all three pyramids.) The first 10 years were spent building the ramp leading from the Nile valley to the pyramid. The next 20 years were spent building the pyramid itself. The Great Pyramid has two large interior chambers, a number of small air chambers for ventilation, and many passages.

The tombs of the great pharaohs were built to shelter them in the afterlife. It was important for Ancient Egyptians to take proper care of their pharaoh's dead bodies. They believed that after death, a pharaoh became "king of the dead." A piece of his spirit was believed to remain with his corpse. Unless his corpse was properly cared for, a pharaoh could not fulfill his duties as king of the dead. If this happened, Egypt would be subject to great disaster.

Ancient Egyptians took great care to prevent disaster by mummifying their dead pharaohs. Mummification was intended to purify the pharaoh's corpse and preserve his spirit. The process involved removing, drying, and bandaging the organs, which were put into decorated jars to be placed with the body. Then the body was cleaned, stuffed, and left to dehydrate for approximately 40 days. Finally, the stuffing was replaced. Then the body was coated in wax and wrapped in bandages before being placed in a coffin.

Everything a pharaoh might need in the afterlife—including food, jewelry, weapons, gold, and furniture—would be buried with him. To guard against thieves, the Egyptians placed the pharaoh and his belongings inside a sealed coffin. That coffin was placed inside a larger coffin, which was placed into an even larger coffin, and so on until the trusted servants were satisfied their pharaoh was safely preserved and out of reach of thieves. The servants placed the coffins into one of the two or three chambers within the tomb, keeping the exact location a carefully guarded secret.

To this day, the Great Pyramid of Giza remains intact and in good condition. It stands as a testament to the architectural expertise and hard work of the ancient Egyptians. This first wonder of the ancient world continues to inspire wonder and awe in the modern world.

Directions: Read the paragraph. Then paraphrase it in the space provided.

¹ In the absence of advanced machinery or tools, this was an amazing feat. The Great Pyramid, and the two slightly smaller pyramids nearby, were built by workers from Egyptian villages. Their work was overseen by the pharaoh's supervisors. Scholars believe it took approximately 30 years to complete the Great Pyramid of Khufu. (It took approximately 80 years to complete all three pyramids.) The first 10 years were spent building the ramp leading from the Nile valley to the pyramid. The next 20 years were spent building the pyramid itself. The Great Pyramid has two large interior chambers, a number of small air chambers for ventilation, and many passages.

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The pyramids took many years to complete. Considering that the ancient Egyptians did not have modern technology, the pyramids were very sophisticated.

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Egyptians believed that they needed to protect the pharaoh's body so that he could rule in an afterlife.

³ Ancient Egyptians took great care to prevent disaster by mummifying their dead pharaohs. Mummification was intended to purify the pharaoh's corpse and preserve his spirit. The process involved removing, drying, and bandaging the organs, which were put into decorated jars to be placed with the body. Then the body was cleaned, stuffed, and left to dehydrate for approximately 40 days. Finally, the stuffing was replaced. Then the body was coated in wax and wrapped in bandages before being placed in a coffin.

Ancient Egyptians used a complex process to mummify dead pharaohs. When the process was complete, the body was placed in a coffin.

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Pharaohs were buried with everything they might need in the afterlife. There was much ritual involved.

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The Great Pyramid of Giza is still standing.