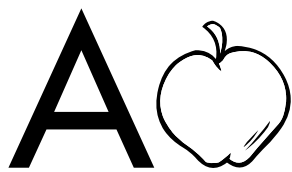


Around the World



Print Partner Title / First Line	Skill
Lost in Africa	Recognizing Elements of Plot: Setting
The People's Republic of China	Using Text Structure to Aid in Understanding
America, My New Home	Distinguishing Fact and Opinion
One Person Really Can Change the World	Reading Fluently
Ancient China	Drawing Conclusions Based on Explicit Information
The Olympic Games (Ancient Greece)	Identifying Compare-and-Contrast Organizational
Government in Ancient Greece	Using Question-Answer Relationships to Improve
Russia	Using Question-Answer Relationships to Improve Comprehension

- 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.



Recognizing Elements of Plot: Setting

Directions: Read the passage and underline any clues about the setting. Then complete the activities that follow.

Lost in Africa

My younger brother and I huddled under a tree, trying to avoid the raindrops that pelted our bodies. We could barely see the grassy plains that surrounded us as the rain came down in sheets, making small rivers in the muddy ground. The cold, wet air stung our skin and we shivered in fear. Suddenly, we heard movement in the tall grass just beyond our tree.

“Did you hear that?” my brother asked me. We quietly listened for more, but heard nothing. “Oh, Kelly, what if it’s a lion?” My brother clung tighter to me.

“It’s not a lion,” I answered. I tried to sound relaxed, but I knew that Robert sensed the panic in my voice.

It was hard to believe that we began our adventure under the hot, afternoon sun. Our running feet stirred the dust into a cloud as we went looking for the wildebeests. Every year we loved to watch thousands of these large animals run across the grassy plains. We had lived in eastern Africa all our lives and never felt afraid before. Our parents worked to protect the many animals that lived here, and we made the open plains our playground. Of course, my brother and I knew that the rainy season started a month ago, but we had not seen any water in days. It never crossed our minds that we would get lost, and that the rain would come so quickly.

The sound of heavy footsteps interrupted my thoughts. “What’s that?” Robert asked.

I looked out from behind the tree, but could see little through the wall of rain. Then out of the corner of my eye, I spotted something plowing through the tall reeds in front of us. Two large grey ears came out of the thick grass followed by an enormous body. The elephant lifted his long nose into the air and trumpeted loudly.

“I don’t think he can see us,” I whispered to Robert. “Just stay still.”

The elephant sniffed the air before turning slowly and trudging back into the green grassland.

“What are we going to do?” Robert asked me.

“We’re going to stay here,” I replied. “It will be easier for someone to find us if we stay in one place. Besides, we can’t go far in this rain.”

“But what if it’s not an elephant next time? What if it’s a cheetah or a pack of hyenas?” Robert sounded terrified through his chattering teeth.

I stood up and reached behind the tree. I fumbled through the mud and grass before finding a large stick.

“Then we’ll use this,” I answered.

Robert smiled at me as rain drops slid down his face and into his mouth. We began to laugh nervously, knowing that a big stick looked like a twig to a wild animal. I crouched down next to Robert and hugged him tightly. Our backs stayed glued to the tree for the next two hours.

After our parents found us, Robert and I did not leave home for a week. Over time, we took walks on the African plains again, but we learned to be much more careful. We never wandered far, and we always told

people where we were going. Most of all we learned that the African plains, where we grew up, were not a playground for anyone. We were merely visitors in a thrilling and dangerous place.

Directions: Fill in information about the setting in the graphic organizer below.

Describe the setting.

How does the setting affect the characters and their behaviors?

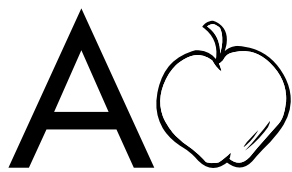
What is the setting?

How does the setting affect the mood of the story?

How does the setting affect the events?

Directions: Read the question. Then write your answer using complete sentences.

Could this story take place somewhere else? Why or why not?



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people where we were going. Most of all we learned that the African plains, where we grew up, were not a playground for anyone. We were merely visitors in a thrilling and dangerous place.

Directions: Fill in information about the setting in the graphic organizer below.

Describe the setting.

Rain is falling hard on grasslands in the plains of eastern Africa. The storm is so strong the rain appears to come down in sheets. Small rivers begin on the hard ground. Two children are hiding behind a tree.

How does the setting affect the characters and their behaviors?

The brother and sister are scared, cold, and wet. They know they should stay hidden and wait for help.

What is the setting?

It is a rainy afternoon on the plains of eastern Africa.

How does the setting affect the mood of the story?

It makes it exciting and scary.

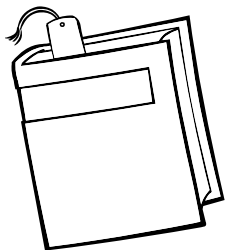
How does the setting affect the events?

The plains are large and vast. It is easy to get lost. The setting also allows Kelly and Robert to encounter the African animals.

Directions: Read the question. Then write your answer using complete sentences.

Could this story take place somewhere else? Why or why not?

Answers will vary.



Using Text Structure to Aid in Understanding

Directions: Read the encyclopedia entry. Then complete the activities that follow.

The People's Republic of China

People

China has the largest population of any country in the world. One-fifth of all people on the earth are citizens of China. There is great diversity among the people who live in China. In fact, a person in one part of China may speak a different language than a person in another part of China.

Government

The country of China is divided into several provinces. These provinces began during the T'ang Dynasty and were similar to individual nations. Over the years they grew in power and importance. However, during the middle of the twentieth century, a Communist government was established. The government limited the control and power of the provinces. The provinces still play an important role in Chinese government, but they are more like the states in the United States than the individual nations of the past.

Geography

China is a large, diverse country. With an area of approximately 3,696,100 square miles, China is almost as large as all the European countries combined. Only Russia and Canada surpass China in the total amount of land area. Within its borders, China has the highest mountain peak in the world, Mount Everest. However, parts of China are below sea level, including the Turfan Depression.

Landmarks

China boasts the highest mountain peak in the world, Mount Everest. It measures at 29,035 feet high and is a challenge to climbers. China has

impressive landmarks made by humans as well. In fact, the Great Wall of China can be seen from the international space station. Other landmarks are the Grand Canal, the Silk Road, and the Yangtze and Yellow rivers.

Climate

Because China covers such a large area, its climate varies across the country too. In northwestern China, the climate is extremely dry. But in southeastern China, the area receives enormous amounts of rain during parts of the year. Because of its climate, China has perhaps the greatest variety of plant and animal life of anyplace on Earth.

Economy

The Chinese economy has improved in recent years and is considered the world's largest developing economy. China's economy is a "mixed" economy that blends ideas taken from Communism with ideas taken from countries like the United States. The central government continues to control the overall process. But individuals and local officials have some responsibility for production of certain products and services.

1. Listed below are facts about China. Mark an *X* under the heading of where you would find information about the fact.

	People	Govern- ment	Geo- graphy	Land- marks	Climate	Economy
China developed a strong Communist government.						
China has a variety of plant and animal life.						
The highest mountain peak in the world is Mount Everest.						
One-fifth of all people in the world live in China.						
Some individuals are responsible for the production of certain products.						
The Great Wall of China is a popular place to visit.						

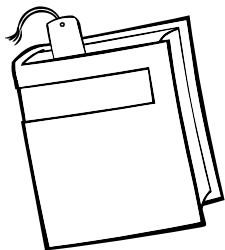
2. Circle the correct meaning of the word **peak** as it is used in the encyclopedia entry.

the front or back part of a ship

the top of a mountain

3. Paraphrase the following excerpt from the encyclopedia entry.

China boasts the highest mountain peak in the world, Mount Everest. It measures at 29,035 feet high and is a challenge to climbers.



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Answers will vary.



Distinguishing Fact and Opinion

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

America, My New Home

My name is Yuko. I am 12 years old and have recently moved to the United States. My father's company transferred him to America, so he can train new workers. This is our first time living away from Japan. Everything here is very different. When my father announced we were moving, I felt both excited and scared. I worried about starting a new school, making friends, and fitting into a culture that was foreign to me.

After our plane landed and we arrived at our new home, my body did not know if it was time to wake up or go to sleep. The flight took about 11 hours. Also, the time difference between Japan and California is seventeen hours. When it was time for bed, I could not go to sleep. When I did fall asleep, I would wake in the middle of the night. It took about four days for my body to change to California time.

The difference in time was just one of many adjustments. When I met my teacher for the first time, she extended her hand to shake mine, but I bowed to her. In Japan, bowing is the most important way to show respect. It is the way we greet friends, honor our leaders, and say "thank you" or "good-bye." As soon as I realized my teacher was holding out her hand, I quickly straightened up and gave her hand a light shake. Although I was a little embarrassed, the teacher gave me a warm and understanding smile.

I have also had to adjust to the food in America. In Japan, we eat rice with every meal. There are several thousand varieties of rice grown in Japan. A bag of rice can cost anywhere from \$15.00 to \$70.00, and the most expensive rice is served during special celebrations. Rice is used in many foods. It can be formed into a ball with a piece of fish or vegetable

stuffed into the center. Rice balls are one of my favorite snacks. I like taking them on picnics and in my lunchbox.

One of my mother's biggest challenges has been learning how to drive on the right side of the road. In Japan, we drive on the left side of the road. Our car in Japan has the driver's seat on the right side. The controls for the windshield wipers and turn signals are also reversed. Sometimes when my mom is tired, she will get in on the wrong side of the car. Other times she will head down the road on the wrong side or turn on the wipers instead of the blinkers. If not paying attention, I find myself getting in on the driver's side instead of the passenger's side of the car.

Although moving here has had many ups and some downs, I am truly enjoying learning about American culture and way of life. My parents tell me that it is important to remember our Japanese ways. They say America is great because people like us move here from other countries and share our customs and beliefs.

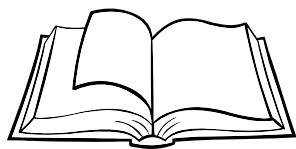
Directions: Use the word **fact** or **opinion** to complete the sentence.

1. A _____ is something that can be proven using trusted resources.
2. An _____ is a feeling or belief about something and cannot be proven.

Directions: Read these statements from the passage. Write an *F* in front of each statement that is a fact. Write an *O* in front of each statement that is an opinion.

3. _____ In Japan, we drive on the left side of the road.
4. _____ The teacher gave me a warm and understanding smile.

5. _____ The flight took about 11 hours.
6. _____ The time difference between Japan and California is seventeen hours.
7. _____ In Japan, bowing is the most important way to show respect.
8. _____ I worried about starting a new school and making friends.
9. _____ In Japan, we eat rice with every meal.
10. _____ A bag of rice costs between \$15.00 and \$70.00 in Japan.
11. _____ America is a great place to live because of all the shared customs and beliefs.



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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.



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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.

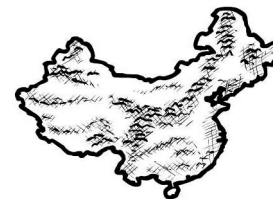
In addition to appreciating the food of Okinawa, I enjoyed learning about its culture and history. Okinawa is famous for holding the world's biggest tug-of-war. The contest is part of an annual festival in which Okinawans thank gods for the harvest, pray for rain, and ward off disease.

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.

Drawing Conclusions Based on Explicit Information

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



Ancient China

China's Geography

One important reason why the Chinese civilization has endured is the country's geography. China is a vast land that covers much of eastern Asia. However, most of its land is mountains or deserts, with only the river valleys having the rich soil and good climate that people need for farming. The three great river valleys in China are formed by the Huang River, the Yangtze River, and the Xi River. These three valleys are the regions of China where the majority of that nation's 1.1 billion people live today.

China's geography provides natural barriers against invasions. In western China are the Kunlun, Himalaya, and other rugged mountains. Dry, treeless plains cover a large part of western China. Mountains and tropical jungles separate southern China from Southeast Asia. The huge Gobi Desert, mountain ranges, and plains form China's northern borders. To the east lies the vast Pacific Ocean.

Early invaders were only able to reach China from the north. Several times the nomadic peoples who lived in Mongolia and Manchuria invaded China by crossing the Gobi Desert or the northern plains. Sometimes these invaders were able to place themselves at the head of the Chinese government. Yet as soon as they did, they began to assimilate by following the customs and ideas of the Chinese. In this way China and its people were able to preserve their civilization for thousands of years.

The Huang River Valley

The early Chinese first settled along the Huang River—also called the Yellow River—about 5000 B.C. Hundreds of years later, farming villages were also established there. By about 3000 B.C., Chinese farmers were growing grain in the valley's rich soil and also raising cattle and sheep. Similar to the Egyptians along the Nile River, the people in the Huang valley learned how to construct dikes to control river floods. In addition, they built ditches and canals to irrigate their fields. However, in contrast to the Nile River in ancient Egypt, the Huang River was not predictable. In some years the Huang did not flood, while in others the Huang's floods broke through the dikes along its banks, destroying crops as well as whole villages. Because of this destruction, the Chinese named the Huang the River of Sorrows.

In the Huang River valley, early farming villages were governed by local leaders. After hundreds of years, these villages grew into small cities and towns. In about 1500 B.C. the Shang kings established their government in one of these cities and became China's first dynasty of rulers. At first the Shang ruled only the part of the Huang River valley around the city of Anyang. While most of the Huang valley lands were still controlled by local leaders, they promised to help defend Shang lands against nomad invaders. In time of war the Shang king would command all the local armies. The Shang armies used wheeled chariots and bronze weapons to defeat their enemies.

Over the years, the Shang rulers gained power over the local leaders and ruled more and more land. As the Chinese population grew, the people spread south into the fertile Yangtze River valley. By 1200 B.C., the Shang kings had become powerful rulers. Nevertheless, powerful nobles combined with invaders from the northwest to eventually drive the Shang rulers from power.

Directions: Read the passage on the previous page. Circle the best answer for each question. Write your response to the final question.

1. Based on the passage, what can you conclude about China's three great river valleys?
 - A. They cover most of China's landmass.
 - B. They are easily reachable by armies of invaders.
 - C. They are the only areas of China in which people live.
 - D. They must be huge in order to support the large population.
2. Which of the following can be said about China's natural barriers?
 - A. It is difficult for invaders to cross them.
 - B. They leave China open to large invasions.
 - C. Most of the barriers are mountains.
 - D. They do not include any jungles.
3. As a result of China's unique geography, _____
 - A. the river valleys were at constant risk of being attacked.
 - B. villages were unable to grow into larger cities and towns.
 - C. its people were able to preserve their culture.
 - D. farmers had little area to raise crops and cattle.
4. The people who invaded China _____
 - A. rejected Chinese traditions and customs.
 - B. sometimes played a major role in government.
 - C. arrived on the Huang River by boat.
 - D. were in constant conflict with the Chinese people.
5. How did the flooding of the Huang River affect the Chinese?

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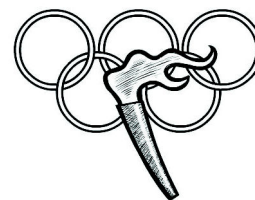
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5. How did the flooding of the Huang River affect the Chinese?

Answers will vary. Farmers could not guarantee that they would be able to provide crops after flood season. People had to live in such a way that they would be able to quickly leave the area with their families and belongings if the river flooded. Farmers lost their only source of income when their crops were destroyed. This caused their families to fall into poverty. People who built homes too close to the river lost their homes.

Identifying Compare-and-Contrast Organizational Patterns

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



The Olympic Games

One of the enduring contributions of ancient Greece is the Olympic Games. The Games began around 776 B.C. and continued for the next thousand years. After the Romans conquered the Greeks, they discontinued the Games. The era of the modern Olympics began in 1896, and it continues to this day.

The Games were held every four years in Olympia to honor Zeus, with each city-state sending a team of athletes. During the Games, the Greeks took a month-long holiday and everything shut down. Thousands traveled to Olympia to watch or compete in the events.

The pentathlon was the most important contest in the ancient Olympics. It included a footrace, the broad jump, the discus throw, the javelin throw, and wrestling. Other favorite competitions were boxing, horseback racing, and chariot racing.

The winner of a competition was crowned with a wreath of olive leaves. As in our own time, an Olympic champion became famous and was honored throughout the country.

The modern Olympic Games are both similar to and different from the ancient Games. Perhaps the biggest difference is that, today, people from around the world compete, and both men and women take part.

Many sports that were important then are still important now. Track and field events—the backbone of the ancient Games—are still central to the modern Games. Sprinting and long-distance running, as well as javelin and discus throwing, are still Olympic events. The pentathlon is still an Olympic event, although wrestling and boxing are separate events today.

Many modern competitions, such as swimming and gymnastics, did not exist in ancient times. Likewise, some ancient competitions, such as chariot racing, are no longer Olympic sports.

There's another major difference. Today, the Olympics are divided into Summer Games and Winter Games. In ancient times, there were only summer games.

One tradition that began in ancient times and continues to this day is the lighting of the Olympic torch. The torch is still lit at the ancient site of Olympia. Then it is carried by air and sea and land until it reaches the site of the Olympic Games. Ordinary people pass the torch from hand to hand until it is used to light the giant Olympic flame, which burns throughout the Games.

In ancient times, athletes paraded through the streets on their way to the stadium while crowds cheered. This tradition continues. Today, the Olympic Flag is carried into the stadium followed by the parade of athletes. When Greece hosted the 2004 Olympics, athletes from 201 countries were represented.

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

1. What is the theme of this passage?
 - A. People do not care about the Olympic Games anymore.
 - B. The Winter Olympics are more popular than the Summer Olympics.
 - C. The Olympic Games cause a number of troubling international incidents.
 - D. The modern Olympic Games are based on the ancient Olympic Games.

2. Why were the ancient Olympic Games discontinued?
 - A. The Greeks lost interest in Olympic sports.
 - B. The Greeks were conquered by the Romans.
 - C. The Romans did not want to honor Zeus anymore.
 - D. The Romans did not want to compete in the Winter Games.

3. What is one of the main differences between the modern and ancient Olympic Games?
 - A. Boxing is only offered during the modern Olympic Games.
 - B. The pentathlon was only offered during the ancient Olympic Games.
 - C. Both men and women can compete in modern Olympic Games.
 - D. Swimming and gymnastics are part of ancient and modern Olympic Games.

4. Which of the following is a tradition that began in the ancient games and continues to this day?
 - A. traveling to Olympia
 - B. throwing the javelin
 - C. worldwide competitors
 - D. lighting the Olympic torch

5. What are the similarities between the ancient Olympic Games and the modern Olympic Games?

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Answers will vary. People travel to participate in and watch the games. Many sports that
were important then are important now. Modern games still include discus and javelin
throwing, the pentathlon, wrestling, and boxing. The lighting of the torch is a tradition that
was ancient and is also modern. The torch is still lit in Olympia. The athletes still parade and
are cheered as they go by.

Using Question-Answer Relationships to Improve Comprehension

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



Government in Ancient Greece

Around 500 B.C. the Greeks developed a new way of governing called *demokratia*. Today, we call it democracy. Democracy means “rule by the people.”

Before it became a democracy, Greece was a monarchy ruled by kings. Later, it became an oligarchy; this means “rule by a few.” In an oligarchy, the people of power and wealth rule the land. The Greek city-state Sparta was an oligarchy, while Athens was a democracy.

Although the Greeks gave us democratic government, democracies today are different from the ancient model. In ancient Greece, only men who were old enough to serve in the military could vote. In Athens, this included every free male over 18 years of age. Rather than choosing from a list of names on a ballot like we do, the Greeks chose government officials from the general population by lottery. Then they set term limits to determine the number of years someone could stay in office.

Two groups of people, women and slaves, could not vote at all in the ancient Greek democracies, although they made up a majority of the population. Slaves had no legal or political power. They could not have families of their own or own property.

Each voting citizen could come to the Assembly and say what he had to say. Today, since most democratic governments are too large to allow every citizen an active voice in the legislative process, the public elects representatives to speak for the group.

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

1. Which is the best definition of **democracy**?

- A. rule by a few
- B. rule by the people
- C. rule by one
- D. rule by royalty

2. How were Athens and Sparta ruled?

- A. Athens and Sparta were both monarchies.
- B. Athens was a monarchy and Sparta was a democracy.
- C. Athens was an oligarchy and Sparta was a monarchy.
- D. Athens was a democracy and Sparta was an oligarchy.

3. How were government officials selected in ancient Greece?

- A. chosen by lottery from the general population
- B. appointed by the generals in the army
- C. elected from a group of wealthy people
- D. selected by male members of the royal family

4. What is the main idea of this passage?

- A. Women and slaves should be allowed to vote.
- B. Citizens were very active in the legislation process.
- C. Ancient Greeks preferred to be ruled as a monarchy.
- D. The government in ancient Greece was highly developed.

5. Describe how government worked in ancient Greece.

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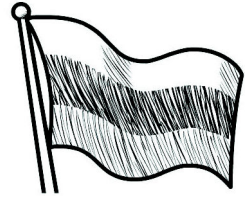
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Answers will vary. The Greeks developed a way of governing called democracy. Only men
who were able to serve in the military could vote, but in Athens, voters included every free
male 18 and over. Government officials were chosen from the general population by lottery.
Women and slaves were not allowed to vote. Eligible voters were permitted to come to the
Assembly to have their say.

Using Question-Answer Relationships to Improve Comprehension

Directions: Read the passage. Circle the letter of the correct answer for each question.



Russia

Before 1917, most of the people living in Russia were peasants who were very poor and had little political power. Most of them spent their lives doing backbreaking labor and toiling to grow crops on land owned by others. In addition, they paid high taxes to the ruling czar, but received little in return.

1. Which of the following statements is true of people in the former Soviet Union before 1917?

- A. They owned their own land.
- B. They were successful at growing crops.
- C. They paid low taxes.
- D. They got little support from their government.

However, by 1917 peasant life had gone from bad to worse. At that time Russia was involved in World War I and losing to Germany. Food supplies were low, and jobs were hard find. These miserable conditions led to street demonstrations in Petrograd (now St. Petersburg). Even soldiers from the Russian army joined in, causing the ruling czar to resign. This is how the Russian Revolution began.

Unfortunately, conditions did not improve considerably under the new Provisional Government. They were still losing the war, and food was still scarce. While the new leaders tried to set up a democracy, their efforts failed. They were unable to unite the people, who called for more radical change. Within six months the government was taken over by a small group of Communists called the Bolsheviks. Their leader, Vladimir Lenin, rallied the people around his cry for "Bread, Peace, and Land!"

2. Why did the new government leaders fail when they attempted to set up a democracy?

- A. They could not unite the people.
- B. They could not stop the demonstrations.
- C. They were not rich enough.
- D. They lacked the commitment.

Following his rise to power, Lenin put a number of new policies in place. He formed a peace treaty with Germany, seized privately owned land and redistributed it to the peasants, and put banks and industry under government control. Lenin believed that his policies would make Russia a nation where there was no such thing as rich and poor. The people would own everything as a group and share the fruits of their labor. He hoped that one day it would become a truly Communist nation. That is, it would be a place where people worked together so well that they would not need a government to rule and guide them. Until then, however, strict government control was the only option.

3. According to Lenin, when could Russia become a “true Communist nation”?

- A. when the government gave the people peace, land, and bread
- B. when the people worked together with no need for government
- C. when the people voted for the country to become Communist
- D. when the government controlled the resources and people

Many people, including nobles and some of the military, were strongly opposed to Lenin’s policies. As a result, a fierce civil war raged from 1918 to 1921. Despite overwhelming odds against them, the Bolsheviks won. After his victory, Lenin did away with all opposing political parties and further tightened his government’s control over the people.

4. What was the end result of the Civil War of 1918?

- A. The anti-Communists won and outlawed Communism in Russia.
- B. The Communist party was permanently defeated and never rose again.
- C. The Communist party won and allowed multiple political parties in Russia.
- D. The Bolsheviks won and made Communism the only political party in Russia.

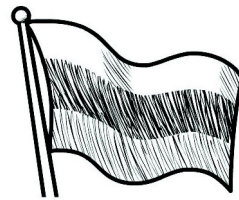
Vladimir Lenin died in 1924. Joseph Stalin, a secretary-general of the Communist party, took over as leader by out-scheming his rivals. Stalin believed in even greater governmental control than Lenin, and by the late 1920s he had become a **dictator**. In the 1930s he used his power to rid the party of what he called “enemies of the people.” In reality he was killing or banishing those who disagreed with him. Stalin died in 1953.

5. What is the meaning of **dictator** in this paragraph?

- A. a ruler who trusts others
- B. a ruler with integrity
- C. a ruler with absolute authority
- D. a ruler in the 1920s

Using Question-Answer Relationships to Improve Comprehension

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