Imagine being the first person, not just in your country, but in your continent, to set eyes on a new landmass. The horizon over the sea has receded for months in front of your ship. Maybe you and your crew have had navigational difficulties. Maybe at the start of the trip, you didn't even know whether there would be a destination at the end of the trip. Supplies are getting scarce, the ship's cat is listless. Morale is low. Illness and death have begun to thin the crew's ranks. You're held accountable to a private patron or perhaps a monarch back at home—someone would have had to provide funding for the journey. But at this point, so much more is at stake than just money. Of course your life is at stake, but so is your reputation. The idea of failing to discover new territory and having to return home empty-handed is terrifying.

Finally, after months, maybe even years, of nothing but the vast grey sea spread out in every
direction, you spy a thin worm of land in the distance. Finally, you get to scream LAND HO!

But the ordeal isn't over. Far from it. After another several days of traveling towards this tiny promise of land, seeing it appear to grow every day in size and detail, you have to land and assess the premises. Is there anyone there you need to subdue? Will locals be cooperative?

That is what the life of explorers, centuries ago, looked like. Explorers were motivated by the powerful desire to touch the other side of the world. One of them, Ferdinand Magellan, is still famous for attempting the first circumnavigation of the world. Although Magellan perished on the trip, he and his crew made it across the Atlantic and gained passage, for the first time, into the Pacific. Once in the Philippines, Magellan was speared to death by a native in a bloody confrontation. Magellan's high-ranking crewmen aboard the ships offered a high ransom for his remains, but the body was kept by the king of their population as a war trophy.

Meanwhile, back in Magellan's hometown of Seville, his wife and child had died of ailments. When Magellan's crew returned to their port of origin, it was as though Ferdinand Magellan had never existed. Eerily, except for the massive circumnavigation project he had organized and led, all traces of his personal life had evaporated.

We can see from Magellan's chilling example that the price of exploration was high. But even the threat of death didn't deter early explorers, who were motivated by grand ambitions. They thought only of the riches they might reap after opening new trade routes or the celebrity they would enjoy.

There was so much that early explorers didn't grasp before setting out to take hold of the world and everything it had to offer. For example, they couldn't fully understand how long it would realistically take to travel around the world, because it hadn't been done before. It seemed like a much more achievable goal than it actually was. This perhaps accounts for why so many of them were willing to tackle the challenge, seemingly without major concern for anything besides finding the money to buy supplies and pay a crew.

As explorers attempted to touch the other side of the world, their failures were often as grandiose as their successes.
1. What is Ferdinand Magellan famous for?
   A. discovering North America
   B. completing the most expeditions
   C. attempting the first circumnavigation of the world
   D. creating the first map of the world

2. What does the author describe at the beginning of the passage?
   A. a failed sea voyage
   B. the achievements of different explorers
   C. navigational difficulties explorers faced
   D. the challenges of a sea voyage

3. Early explorers were either brave or reckless. What evidence from the passage best supports this conclusion?
   A. "But even the threat of death didn't deter early explorers, who were motivated by grand ambitions."
   B. "Imagine being the first person, not just in your country, but in your continent, to set eyes on a new landmass."
   C. "The idea of failing to discover new territory and having to return home empty-handed is terrifying."
   D. "This perhaps accounts for why so many of them were willing to tackle the challenge."

4. How can early explorers best be described?
   A. hesitant
   B. ambitious
   C. intelligent
   D. conservative
Civil Rights on a City Bus
by ReadWorks

On the first of December 1955, the African American seamstress Rosa Parks helped change the course of history on a city bus. Rosa boarded the bus after a day's work at a Montgomery, Alabama, department store. She settled towards the middle, past the first several rows, which at that time were reserved for white people. After making a few stops, the bus became full. Then a white man boarded, but there was nowhere for him to sit. The driver ordered Rosa and the rest of the black passengers in her row to stand at the back of the bus and let the white man sit. In an act of defiance that would help intensify the American Civil Rights Movement, Rosa refused to give up her spot.

For violating the laws of segregation, referred to as the "Jim Crow laws" (which were meant to keep white people and black people separate), Rosa was arrested and fined. Her refusal to move was a quiet and simple action, but she took an enormous risk that evening. She also
became a hero and an inspiration to people all over the nation who were fighting for racial equality, including Dr. Martin Luther King, Jr., a young minister who would soon become a major civil rights leader. In response to Rosa's arrest, blacks in the city of Montgomery boycotted the public bus system for more than a year. Like her, they had had enough of being treated like second-class citizens. The Monday after Rosa's arrest, most black commuters walked to where they needed to go—some traveling more than 20 miles.

In her autobiography, *Rosa Parks: My Story*, Rosa writes of that day on the bus:

> People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.

Finally, in November of 1956, the U.S. Supreme Court ruled that the Jim Crow laws that kept blacks and whites segregated were unconstitutional. Rosa Parks had challenged the law and shown people far beyond her own town how cruel and unjust segregation could be, and she had won. The boycott ended more than a month later, when the Montgomery buses were integrated, but the resistance to racial prejudice did not stop there. Rosa and the Montgomery Bus Boycott, as it has come to be known, sparked a series of nonviolent mass protests in support of civil rights. One woman's strength and commitment to change helped fuel a movement. Sometimes that is all it takes.
1. Why was Rosa Parks ordered to give up her seat on the bus?
   A. because the driver disliked her
   B. because she wasn’t allowed to sit
   C. so that a black man could sit
   D. so that a white man could sit

2. The cause of Rosa Parks' arrest was her refusal to give up her bus seat. What was a direct effect of her arrest?
   A. blacks in Montgomery boycotted the public bus system
   B. Dr. Martin Luther King, Jr. became a civil rights leader
   C. the U.S. Supreme Court ruled segregation unconstitutional
   D. Rosa Parks showed Americans that segregation was wrong

3. Rosa Parks refused to give up her bus seat because she was tired of accepting unjust treatment. What evidence from the passage supports this conclusion?
   A. "Rosa Parks had challenged the law and shown people far beyond her own town how cruel and unjust segregation could be, and she had won."
   B. "Rosa and the Montgomery Bus Boycott, as it has come to be known, sparked a series of nonviolent mass protests in support of civil rights."
   C. "The Monday after Rosa’s arrest, most black commuters walked to where they needed to go—some more than 20 miles."
   D. "'People always say that I didn't give up my seat because I was tired, but that isn't true. No, the only tired I was, was tired of giving in.'"

4. How can Rosa Parks best be described?
   A. tired
   B. brave
   C. smart
   D. sad
Day of Infamy
by Carissa Lee

photo from a Japanese plane shortly after the Pearl Harbor attack began

Carissa Lee
Central Elementary School
Jerome, Idaho

World War II, which had been raging in Europe since 1939, hit home for many Americans when the Japanese launched a sneak attack on Pearl Harbor on Dec. 7, 1941.

Richard Hansing joined the U.S. Navy in 1939, when he was 19 years old. Richard always knew he would enlist in the Navy. His grandfather, who had fought in the Civil War, had joined when he was 16.

Richard served with the Pacific Fleet based in Pearl Harbor, Hawaii. He served on the battleship USS Nevada. Richard's job was to "jump the burners," which meant that he had to heat the oil before it could be used in the ship's engine.

Richard was stationed on the Nevada when the Japanese attacked Pearl Harbor on Dec. 7, 1941. When the bombs started falling just before 8 a.m., Richard was below decks on the
A group of Japanese planes had orders to bomb the Nevada, which was docked at the northern end of Battleship Row, east of Ford Island. The Nevada was docked near the USS Arizona, which was heavily damaged in the attack.

Japanese bombers tried to hit the Nevada but had a hard time seeing the ship because of all the smoke coming from the sinking Arizona. The Japanese launched 21 bombs, eight of which hit the Nevada. The remaining 13 went into the water. A torpedo also hit the Nevada, opening a large hole in the ship's port, or left, side. The Nevada's crew fought many fires. Although the ship was badly damaged, it managed to steam down the channel toward the open sea. The slow-moving Nevada was an attractive target for the Japanese planes.

The planes dropped bombs on the moving battleship, hoping to sink it in the channel to block the entrance to Pearl Harbor. The commander of the Nevada beached the ship at Hospital Point, keeping the channel clear.

Although he was never injured in the war, Richard said Pearl Harbor was the worst day of the conflict. Of the Nevada's crew of about 1,500 men, 50 were killed. Richard's friend Glen Shape was killed.

On Nov. 30, 1942, at 11:25 p.m., two enemy torpedoes hit Richard's new ship, the USS North Hampton. The crew abandoned the sinking ship on December 1 at 3 a.m. The water was smooth and warm. There were no sharks in the area. He was in the water for about one and a half hours. Eleven hundred men were picked up and taken back to Pearl Harbor. Once there, Richard came home on the USS Bernet.
1. According to the passage, which of the following ships did Richard serve on first?
   A. USS Nevada
   B. USS North Hampton
   C. USS Bernet
   D. USS Arizona

2. According to the description in the passage, how many men were saved after torpedoes hit the USS North Hampton?
   A. 50 men
   B. 1,500 men
   C. 1,100 men
   D. 1,125 men

3. It can be inferred from the passage that
   A. Richard could not swim
   B. being in the Navy was an easy job
   C. Richard always wanted to join the Navy
   D. Richard was unsure about joining the army

4. Read this sentence from the passage:
   "The Nevada was docked near the USS Arizona, which was heavily damaged in the attack."
   As used in the passage, damaged means
   A. armed
   B. floating
   C. injured
   D. hidden

5. This passage is mainly about
   A. how to survive a ship that is sinking
   B. why Richard Hansing joined the U.S. Navy
   C. Japanese attacks on Pearl Harbor during World War II
   D. the types of ships in the Navy during World War II
The Constitution of the United States was written in 1787, but the government it created couldn't rule over people's lives until one more step was taken. Each state had to vote to ratify, or approve of it.

By 1789, eleven states had ratified the new government. Their votes were enough to put the Constitution into effect. Two states, however, refused to sign it- North Carolina and Rhode Island. Critics in these states objected that a Bill of Rights had not been included. They worried that without a Bill of Rights the government might eventually become too strong. It might be unjust and put people in jail without a reason. It might take away a person's ability to speak freely, or keep some books from being written. They wanted people's rights spelled out so the government could never take them away.
The "founding fathers," who created the Constitution, knew the document would have to be flexible in order to survive over time. They knew they would have to allow amendments. In their first session of Congress in 1789, they agreed to add a Bill of Rights. James Madison led the way. Of the 15 amendments he suggested, 10 were eventually ratified by the states. They were made a permanent addition to the Constitution. These first 10 amendments are known as the Bill of Rights.

The Bill of Rights became part of the Constitution on December 15, 1791. Some rights, such as freedom of speech and the press, support democracy. Others, such as the right to a trial by jury, are important for justice. The ideas for these rights are very old. They date back to ancient Greek and Roman civilizations. Without them, we wouldn't enjoy the freedom we do as a nation today.
1. Why did North Carolina and Rhode Island not ratify the Constitution at first?
   A. They wanted a Bill of Rights to be added.
   B. They wanted to take away power from state governments.
   C. They thought it made the federal government too weak.
   D. They wanted to send it to the King of England.

2. Why does the author describe the fears that critics in North Carolina and Rhode Island had about the Constitution?
   A. to show that many people were opposed to the Bill of Rights
   B. to describe the arguments that they had against the Bill of Rights
   C. to explain why they wanted the Bill of Rights added
   D. to show that some states did not want to be part of the union

3. The author says that critics wanted people's rights "spelled out" to mean
   A. they wanted the founding fathers to explain them.
   B. they demanded some rights to be taken out of the Constitution.
   C. they asked Madison to use simple words in his writing.
   D. they wanted those rights to be made official.

4. Read the following sentences: "The 'founding fathers,' who created the Constitution, knew the document would have to be flexible in order to survive over time. They knew they would have to allow amendments."

   The word flexible means
   A. able to be understood easily
   B. rigid and resistant to change from outside
   C. fast and strong
   D. able to bend or change without breaking
American citizens can choose their leaders, decide on their laws, or change their laws by voting. Citizens vote during an election. The winners of an election are called public servants and their job is to help make and carry out laws while in office. In the United States, elections are held for many public offices.

The people Americans elect for president, senators, and representatives are public servants and work for the federal government. The president is the Commander-in-Chief of the Armed Forces, while senators and representatives are members of Congress. They make decisions for the whole country by making or changing laws that affect everyone in the United States. These are all important jobs and that's why Americans vote for the people who will represent them.

In order to vote, you must be a U.S. citizen who is at least 18 years old. In most states, you must also register to vote. Every state has its own laws about registering, and it's important to learn your state's rules before voting.
You may cast your vote in a booth at a polling place. You may also mail in your vote; this is called an absentee ballot. A group of people called election officials then count everyone's votes. Everyone has one vote and can only cast one ballot. That is why votes are so important.

This is the election process used by the United States to make sure that every citizen has a chance to take part in the government and help choose the people that will serve as their leaders.
1. What is voting?
   A. the process that public servants use to help make and carry out laws while in office
   B. the process that the president uses to make decisions for the whole country
   C. the process that U.S. citizens use to choose leaders, decide on laws, or change laws
   D. the process that states use to teach U.S. citizens about laws

2. What does the author describe in this text?
   A. how and why U.S. citizens vote for their leaders
   B. how and why people decide to become public servants
   C. how citizens in different states can register to vote
   D. how the process of voting has changed over time

3. Senators, representatives, and the president have very important and powerful jobs.
   What evidence from the text best supports this conclusion?
   A. Senators, representatives, and the president are all elected by the public.
   B. Senators and representatives are members of Congress.
   C. They can make or change laws that affect everyone in the U.S.
   D. Senators, representatives, and the president are all public servants.

4. Based on the text, why might U.S. citizens decide to vote in an election?
   A. to make decisions for the whole country about important issues
   B. to become public servants and work for the federal government
   C. to prove that they are at least 18 years old
   D. to have a say in who represents them in the government
The Young Scout troop went on a camping trip one weekend. The 12 boys and their patrol leader went into the woods close to their home city of Sacramento, located in the state of California, U.S.A. They had many activities planned. The boys were going to learn about pitching tents, cooking on a fire, wood carving, and, because there was a river close by, panning.

Panning is simple and has a long history. It has been used for centuries to find rocks, minerals, and riches in riverbeds. All a person has to do is dip a large pan into a river, allow water, dirt, and stones to collect in it, and then shake. The pan can either have tiny holes or lengthy slits that will allow the water to escape, while leaving the rocks behind. There is always a chance that one of these rocks might actually be very valuable. One might even be a golden nugget!

The patrol leader had brought along six pans for the fun learning experience, so the boys worked in pairs. For a time, the boys went through the panning process and looked closely at the rocks they found. As they dipped and shook, then dipped and shook their pans some more, their patrol leader explained to them that panning for gold was in part responsible for one of the most important times in American history. And though a lot of people found riches in California, the gold rush of the mid-1800s also destroyed one man's fortune. That man's name was John Sutter.

Sutter had traveled to America from his home country of Switzerland after having a lot of trouble making money there. He left his wife and children in Switzerland, while he moved around the western part of the U.S. hoping to find a way to earn money. After years of effort, his work finally paid off. He was granted
land in 1839 to form the colony of Nueva Helvetia, which means New Switzerland. This region is now known as the city of Sacramento. In the center of the colony in 1841, he was able to build "Sutter's Fort" as a trading center. Native Americans helped him build it, and he was able to give jobs to many people who were coming into the area from the eastern parts of the U.S. as well as some local Native Americans.

In 1847, Sutter was hoping to increase his wealth, and he began construction on a sawmill. A sawmill is a place where large tree trunks are cut down to make useful lumber. In January of 1848, the mill was almost complete when one of his workers came to him with a discovery that changed the United States forever. The worker, James W. Marshall, had found gold in a nearby river. He told Sutter, his boss, about it. Sutter felt that this discovery was actually a bad thing for him, and he was right.

Sutter and Marshall tried to keep the gold a secret, but people eventually found out. This affected Sutter because many of his workers just stopped working for him and began searching for gold. Then, thousands upon thousands of people from the eastern U.S., Mexico, and even Asia invaded the area, hoping to strike it rich. Many of these people were poor and desperate, so they were willing to make the long, dangerous trip to California from wherever they lived. A lot of them used the panning process in rivers to find gold because it was inexpensive and did not require large machines or explosives.

Many moved there in the year of 1849 and were then called '49ers. The nearby city of San Francisco grew tremendously, eventually becoming one of the biggest cities in the country. Roads were built so that people could get into the area. New laws were written, and, by September 1850, California was named the 31st state in the United States of America-one main reason being that so many people had moved there for gold.

Though some people struck it rich, Sutter was ruined. Nobody would work for him, and many people who came into the area stole from his farm and orchard. Soon, he would leave California and try his luck living in Pennsylvania.

None of the Young Scouts found any gold in the river during their camping trip. However, they heard quite a history lesson from their patrol leader about a really exciting time in history.
1. On their camping trip, the Young Scouts learned the history of what?
   A. panning
   B. fishing
   C. pitching tents
   D. wood carving

2. What problem did Sutter first face after gold was discovered in a nearby river?
   A. He was no longer able to use the river for his sawmill.
   B. The Native Americans would not let him pan for gold in their territory.
   C. His workers stopped working for him and looked for gold instead.
   D. Sutter's Fort was damaged by explosives that the gold hunters brought.

3. Panning for gold is a simple and inexpensive process. What evidence from the passage supports this statement?
   A. Many of the people who came looking for gold were poor and desperate.
   B. Panning does not require large machines or explosives, just a pan.
   C. The many people who moved to California in 1849 were later called the '49ers.
   D. Because of the gold rush, the nearby city of San Francisco grew tremendously.

4. Why was panning for gold in part responsible for one of the most important times in American history?
   A. The increased pan sales created a lot of profit for the United States.
   B. Panning for gold taught many Young Scouts a valuable lesson.
   C. Panning in rivers helped clean waste from the water across the country.
   D. Panning for gold gave many people the opportunity to change their fortunes.

5. What is this passage mostly about?
   A. a Young Scout camping trip at the beach
   B. the California gold rush and its effects
   C. how John Sutter made his fortune panning for gold
   D. Sutter's Fort and the people who worked there
Abraham Lincoln was America's 16th president. He is considered to be one of the greatest leaders in the nation's history. He helped guide the United States through the U.S. Civil War. Lincoln also helped to end slavery in the country. Sadly, Lincoln was assassinated near the end of the Civil War in 1865. He became the first U.S. president to be killed in office.

Lincoln was elected president in 1860. Before the election, most people did not know much about Lincoln or his humble background. He was born on February 12, 1809, in a Kentucky log cabin. In 1816, his family moved to the wild Indiana frontier. Lincoln helped his father farm and work the fields. He barely had time for school. He spent no more than one year in a classroom. In 1818, Lincoln's mother died.

Even though Lincoln had very little schooling, he learned how to read and write. Books were
scarce on the frontier, but he closely read the books he got his hands on. Lincoln pored over the family Bible. He would walk for miles to borrow books. Some books he read were Aesop’s *Fables* and *Pilgrim’s Progress*.

As a young man, Lincoln worked many jobs to earn a living. He was tall and strong. He split logs and fence rails for farmers. He helped take a flatboat down a river to New Orleans. Eventually, he started a general store with a friend. When the store went into debt, he paid those debts off working other jobs. By 1834, a friend encouraged Lincoln to become a lawyer. Instead of learning at a law school, Lincoln taught himself law. "Your own resolution to succeed is more important than any one thing," he would later say.

Among Lincoln’s many skills, he was a great writer and speaker. In one of his most famous speeches, known as the Gettysburg Address, Lincoln’s words reassured a suffering people at war that democracy would survive.

As president, Abraham Lincoln was most proud of the Emancipation Proclamation, which was issued during the Civil War. It declared that the slaves in the southern states rebelling against the U.S. government were free. The proclamation paved the way for the Thirteenth Amendment to the Constitution, which ended slavery in the U.S.

Lincoln’s stand against slavery caused him to make many enemies. Even so, his assassination was felt all over the nation from the North to the South. Millions of people admired his spirit and service to his country. A train carried Lincoln’s body to Springfield, Illinois, making stops at some major cities. Mourners crowded near the tracks to try and see the train. To this day, people visit Lincoln’s tomb to pay their respects.
1. What did Abraham Lincoln help to end in the United States?
   A. slavery
   B. war
   C. democracy
   D. discrimination

2. Which of the following describes the correct sequence of events in Lincoln's life?
   A. He became a lawyer; he started a general store; his mother died.
   B. He became President; he issued the Emancipation Proclamation; he moved to Indiana.
   C. He issued the Emancipation Proclamation; his mother died; he moved to Indiana.
   D. He moved to Indiana; he became President; he issued the Emancipation Proclamation.

3. Abraham Lincoln was a man of integrity. What evidence from the passage best supports this statement?
   A. "A friend encouraged Lincoln to become a lawyer."
   B. "As a young man, Lincoln worked many jobs to earn a living."
   C. "When the store went into debt, he paid those debts off working other jobs."
   D. "He split logs and fence rails for farmers. He helped take a flatboat down a river to New Orleans."

4. Which of the following was probably least important in Lincoln being a successful president?
   A. He was persuasive.
   B. He was tall and strong.
   C. He had political skill.
   D. He was a great writer.
Andrew Jackson was the seventh president of the United States. He was also the first president to be born in a log cabin. He grew up on the frontier of the Carolinas. His parents were a poor farm couple from northern Ireland. Jackson's father died before he was born. His mother died when Jackson was 14 years old, leaving him an orphan. Despite Jackson's difficult childhood, he eventually moved to Tennessee and became a lawyer and landowner.

Jackson was nicknamed "Old Hickory" because of his toughness. He became famous for his skill as a general in the War of 1812. But his resilience was apparent years earlier when he served his country during the Revolutionary War. Thirteen-year-old Jackson and his younger brother were captured by the British. When a British commander ordered Jackson to scrub his boots, he refused. He argued he had rights as a prisoner of war. The commander got angry and lashed out with his sword. Jackson tried to protect himself with his arms. Jackson's hand was cut to the bone, and he suffered a gash to the head.

Soon after, Jackson and his brother were forced to march 40 miles to a military prison. Both of them contracted smallpox in prison. Jackson survived, but his brother was not so fortunate. Eventually, Jackson's mother arranged for his freedom. Tragically, she died soon after. "I felt utterly alone," Jackson said years later about losing his family.

Jackson stayed active in the military until he reached the age of 54. Although he was not interested, his friends nominated him for president. Leading up to the election, Jackson promised to represent America's "common man." His promises appealed to many, and he
was elected president. He was a founder of the Democratic Party, and he also supported efforts to give workers more rights.

Although Jackson was liked by many Americans, his legacy is not devoid of controversy. Jackson is notorious for his support of the forceful and harsh removal of Native American tribes from their lands. In May of 1830, he signed into law the Indian Removal Act which authorized the removal of Native Americans from their lands within existing state borders. This land was then taken over by the United States government. As a result of this removal policy, 15,000 Cherokee Native Americans were displaced. Four thousand out of the 15,000 Cherokee people died due to the hunger, exhaustion, and disease they faced on their forced march from their lands to present-day Oklahoma.

Despite Jackson's incredible mistreatment of the Cherokee, he is also remembered as a champion of American workers and individual liberty. Jackson served as president for two terms from 1829 to 1837. He died in June of 1845 in Tennessee.
1. Andrew Jackson was the first U.S. president to be born where?
   A. in a hospital
   B. in a log cabin
   C. in a brick house
   D. in a large mansion

2. Which of the following events happened first?
   A. Jackson and his brother were captured by British soldiers.
   B. Jackson and his brother marched 40 miles.
   C. Jackson and his brother contracted smallpox.
   D. Jackson refused to scrub the British commander’s boots.

3. Andrew Jackson had a difficult childhood. What evidence from the passage supports this conclusion?
   A. Jackson grew up on the frontier of the Carolinas.
   B. Jackson’s parents were from Northern Ireland.
   C. Jackson was born in a log cabin.
   D. Jackson became an orphan when he was a teen.

4. Based on the text, what makes part of Jackson’s legacy controversial?
   A. his difficult childhood on the frontier of the Carolinas
   B. his support of the removal of Native American tribes from their lands
   C. his support of American workers and individual liberty
   D. his skill as a general in the War of 1812

5. What is this passage mostly about?
   A. military prisons during the Revolutionary War
   B. how Jackson founded the Democratic Party
   C. Andrew Jackson’s life and presidency
   D. Andrew Jackson’s long military career
Harriet Tubman lived during a time when it was illegal to help slaves escape to freedom, but she helped slaves escape anyway. Because of her efforts, she came to be known as "Moses," referring to an important figure in the Bible. The Moses of the Bible led the Jews, his own ethnic group, out of slavery in Egypt. Similarly, Tubman led African Americans out of slavery in the American South. She became the most well-known leader of the Underground Railroad. The Underground Railroad was a system of secret routes that helped slaves escape to free states.

Harriet Tubman was born a slave. She escaped slavery and made a promise to help others do the same. She made a total of 19 rescue trips back down south. She never lost one of the 300 slaves she saved. She was skillful and brave. She even led her parents to freedom in 1857.

Harriet Tubman continued to help other African American people. She was a nurse and a spy during the Civil War. In her later years, Tubman established a house for elderly African Americans who needed help. She was a beacon for the African American community and the United States.
1. How was Harriet Tubman most like Moses?
   A. They are both important figures in the Bible.
   B. They both saved people from slavery.
   C. They are both famous Americans.
   D. They both lived in Egypt.

2. What does the author describe in the passage?
   A. slavery in the United States
   B. how Harriet Tubman escaped from slavery
   C. how Moses led the Jews out of Egypt
   D. the life and works of Harriet Tubman

3. Harriet Tubman helped African Americans in more ways than just her role in the Underground Railroad. What evidence from the passage supports this conclusion?
   A. She never lost one of the 300 slaves she led to freedom.
   B. She made a total of 19 rescue trips to the South.
   C. She established a house to help elderly African Americans.
   D. She became the most famous leader of the Underground Railroad.

4. Why is Tubman most likely described as brave?
   A. She promised to help free slaves.
   B. She made 19 rescue trips back down south.
   C. She established a house for elderly African Americans who needed help.
   D. She is compared to Moses, an important figure in the Bible.

5. What is this passage mostly about?
   A. how Tubman helped slaves and other African Americans
   B. why the Underground Railroad was never discovered by police
   C. how Tubman trained to be a nurse in the Civil War
   D. similarities and differences between Tubman and Moses from the Bible
Everyone has stories to tell. When we share our stories with others, we give them a peek into how we have become who we are.

Coralie Carlson was a journalist. For her job, she researched important things that were happening and wrote about them, so everyone could know about what was going on in the world. One of the reasons she liked her job was that she got to ask people questions and hear them tell their stories.

"It's an insight into whole other worlds that you never would have known existed before," she said. "I find it fascinating."

It's not just journalists who ask people questions and listen to their stories. Anyone can interview another person about his or her experiences. When a person does this and records the answers, it's called collecting an oral history. An oral history can be recorded with an audio recorder, a video camera, or by writing down what a person says.

Ms. Carlson collected an oral history from her mother-in-law. She learned about the 71-year-old's memories of growing up in Bulgaria during World War II. Without the oral history, those memories could be lost.
"It's not until you get down to the level of a person's story that you really understand what happened," Ms. Carlson said. "It brings things to life."

One famous oral historian was named Studs Terkel. He interviewed men and women from all walks of life. In one of his books, *Working*, he interviewed a wide variety of people about their jobs. He spoke to them about what they did for work and how they felt about it. In the book, he wrote down their words exactly as they were said.

He interviewed a farmer who spoke about worrying that the weather might hurt his crop. A sanitation worker talked about how exhausted his job made him. A welder spoke about how much he enjoyed working with his hands.

Mr. Terkel said he was especially interested in the uncelebrated people who "never made the traditional history books" when he was interviewed by the Chicago History Museum.

Mr. Terkel believed that learning about people's experiences was important. He said it could help us avoid repeating past mistakes.

One organization, StoryCorps, encourages everyone to become an oral historian. StoryCorps operates recording studios where people can bring someone they know or would like to know better, and interview that person. StoryCorps sends a copy of each interview to the Library of Congress in Washington, D.C., where it is archived.

As of 2013, StoryCorps had collected more than 45,000 interviews. The organization says the interviews help people become more connected and remind them of their "shared humanity." Historians of the future will be able to use the archive to understand the experiences of people today.

StoryCorps suggests that participants prepare a list of questions to ask during their interviews. For example, a son can ask his mother what has been the happiest moment in her life. He can ask her what person has had the biggest influence on her and how her life has turned out differently from what she expected.

Some young people use the interviews to learn more about their family history. Oral history can be a great way to learn about family members you never had the chance to meet.

Each year, StoryCorps organizes a National Day of Listening on the day after Thanksgiving. People who participate record an interview with someone they care about. The organizers say it is a good way to celebrate the holiday season. They say sharing memories can be a better gift than the kinds of presents you wrap in wrapping paper.
1. What is an oral history?
   A. an organization that operates recording studios where people can bring someone they know
   B. an audio or video device used to record someone speaking
   C. a group of people who do a variety of jobs, such as farming, welding, and sanitation work
   D. information a person shares about his or her experiences by speaking

2. What does the passage describe?
   A. The passage describes farming, welding, and sanitation work.
   B. The passage describes different ways that people celebrate Thanksgiving.
   C. The passage describes oral histories and their importance.

3. Oral histories can help people avoid repeating past mistakes. Oral histories can help people become more connected and remind them of their "shared humanity". Oral histories can help historians of the future learn about the experiences of today.

What conclusion can you make from these statements?
   A. People who lived long ago are smarter than people today.
   B. Oral histories are important for a variety of reasons.
   C. Few people have any interest in collecting oral histories.
   D. Recording an interview is a difficult and lengthy task.

4. Why might an oral historian record the stories of the people he or she interviews word-for-word instead of rewriting their stories?
   A. to keep the stories as authentic and true to life as possible
   B. to keep the stories as short, clear, and organized as possible
   C. to make it more likely that the stories will get into traditional history books
   D. to make sure that no one will disagree with the stories