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Introduction

Each book in the *Power Practice* series contains dozens of ready-to-use activity pages to provide students with skill practice. Use the fun activities to supplement and enhance what you are already teaching in your classroom. Give an activity page to students as independent class work, or send the pages home as homework to reinforce skills taught in class. An answer key is provided for quick reference.

Summary and Inference: 5–6 offers students the opportunity to practice two essential strategies. The twenty-one readings in *Summary and Inference: 5–6* are organized into five categories: Biographies, Inventions and Innovations, Historical Events and Documents, Sports and Recreation, and Natural Wonders. Each grade-level reading is followed by an assortment of practice problems that focus directly on summary and inference skills.

The readings and questions in *Summary and Inference: 5–6* are based on the NCTE Standards for English Language Arts. The variety of genres presented in the readings provide instruction in Standards One and Two, which require students to read a wide range of texts and literature. Practice problems following the readings address Standards Three, Four, Eleven, and Twelve, which require students to employ a wide range of strategies to comprehend, evaluate, create, and communicate understanding of literature.

Use all of the readings in this book or assign selected passages that fit into your current reading strategies curriculum. Allow students to work independently or with a partner. However you use *Summary and Inference: 5–6*, your students will be one step closer to success on standardized tests and mastery of two essential skills in the development and sharpening of literacy. Use these ready-to-go activities to “recharge” skill review and give students the power to succeed.



If the Truth Be Told

Isabella Baumfree was born a slave around the year 1797 in Hurley, New York. Before she reached the age of thirty, she had been sold four times. Some of her five children were sold away from her. Then in 1827, the state of New York passed a law forbidding slavery within its borders. Isabella should have been set free to find a paying job and a home of her own. Unfortunately, her owner disregarded the new law and kept his slaves. Isabella had to run away to gain her freedom.

Isabella ran to New York City. There she changed her name to Sojourner Truth in memory of her journey and in dedication to spreading the truth. For the rest of her life, that's just what she did.

Sojourner could not read or write, so she spoke the truth. The truth she spoke was that all people are created equal. When crowds gathered to talk about ending slavery, Sojourner talked the loudest. She also promoted prison reform, an end to capital punishment, religious freedoms, and the rights of blacks and women to own property, vote, and be treated the same as white adult males in the business world.

Her six-foot frame made Sojourner a powerful presence on the podium. So did her quick wit and deep insights. In fact, speaking engagements and the sales of a book she narrated about her slavery experiences earned Sojourner her living. They also earned her the respect of a nation. Sojourner became friends with William Garrison, Lucretia Mott, Susan B. Anthony, and Frederick Douglass. She spoke before Congress and had dinner with Abraham Lincoln.

One of Sojourner's most famous speeches was given at a women's rights convention in 1854. In that speech, she challenged a man who said women were too fragile to be treated as equal to men. "That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere," Sojourner



began. "Nobody ever helps me into carriages, or over mud puddles, or gives me any best place, and ain't I a woman?" she asked. Her speech made a strong point and gained her applause and admiration.

Sojourner did not stop at speaking the truth; she moved on to doing the right thing. In 1872, she attempted to cast a ballot even though it was illegal for women to vote at the time. On another occasion, she insisted on riding in a streetcar that was reserved for whites only. She gathered food and clothing for black soldiers in the Civil War. She brought unfair happenings to the attention of the court system and even won three lawsuits.

In all her words and actions, Sojourner spoke from her heart. She knew that was where she could find the truth. Her speeches were so unrehearsed, in fact, that she once began a talk with the words, "Children, I have come here like the rest of you to hear what I have to say." What she had to say was powerful and true—and it helped set the long struggle for civil rights into action.

Summing Up Truth

A The three sentences in the box to the right summarize the reading about Sojourner Truth. Choose the best summary to fit each set of details presented below.

She spoke against injustices.
She acted against injustices.
She had a difficult life.

- | | | |
|-------------------------------|----------------------------------|-------------------------------|
| 1. _____ | 2. _____ | 3. _____ |
| • Born into slavery | • Illegally tried to vote | • Supported prison reform |
| • Owner refused her release | • Rode a "whites only" streetcar | • Supported end to slavery |
| • Not taught to read or write | • Fed black soldiers | • Supported religious freedom |
| • Children sold away from her | • Pursued lawsuits | • Supported women's rights |

B From what you have learned from the reading, write your own phrase that summarizes the personality of Sojourner Truth.

C Write a one-sentence summary of the Sojourner Truth reading including ideas from the three phrases from Part A and your own phrase from Part B.

Inferring from the Truth

Complete the following sentences by inferring from hints in the reading.

1 The reader can tell this passage is a biography because _____

2 The reason Sojourner Truth could not read or write was probably because _____

3 Abraham Lincoln admired Sojourner Truth because _____

4 Sojourner Truth's speeches were popular because _____

Lewis Hine: Eyes of a Nation

In 1893, when Lewis Hine turned 18 years old, he didn't know what he wanted to do with his life. But he knew he had to do something. His father had just died, and his mother and sister needed financial support. Lewis tried his hand at many occupations. He hauled furniture, cut wood, delivered packages, and handled money in a bank. None of these jobs appealed to Lewis.

Then an educator, Frank Manny, convinced Lewis that he would be a good teacher. Mr. Manny was right. Lewis worked his way through teaching college. Then he taught science classes at Mr. Manny's school in New York City. Mr. Manny asked Lewis to be the school photographer. That simple request took Lewis's life in a whole new direction.

Lewis had never touched a camera before, but he agreed to photograph school events. Next he took his camera to Ellis Island. Ellis Island was the first stop for many immigrants who moved to America in the early 1900s. Lewis took many photos at the island and showed them to his students.

Students weren't the only people to see Lewis's photographs. Some women who wanted to improve the living conditions of apartment dwellers in New York City saw his photos too. They liked the real emotions and conditions Lewis captured on Ellis Island. They asked Lewis to photograph living conditions in apartments in New York City. Lewis did that on the side, while he kept teaching school.

Then, in 1908, he took a full time job with the National Child Labor Committee. He said he wasn't giving up teaching; he was just moving his job out of the classroom and into the streets. The first thing he tried to teach America about was child labor conditions. At that time, many children worked long days in hot factories and dangerous mines. Lewis photographed these children. His photos helped to change laws. Today, children are not made to work long hours in factories or mines in America.



His next photographic lesson to America was about working conditions in industrial cities. His photos showed the rough lives of factory workers. Then came World War I. Working for the Red Cross, Lewis photographed European refugees of the war. Next he made people aware of the need for safety laws for American workers. Then he photographed the construction of the Empire State Building and other Depression Era construction projects.

There was always a lesson in Lewis Hine's photographs. Until his death in 1940, Lewis and his camera served as the eyes of a nation, urging all to open their own eyes to the beauty and the suffering of the working class.

Hine's honest look at real people opened a whole new world in social, documentary photography. W. Eugene Smith followed close on the heels of Hine, capturing the horrors of war with gritty, realistic photographs of World War II. Dorothea Lange and Walker Evans recorded the poverty of the Great Depression while working for the Farm Security Administration. Today, Mary Ellen Mark uses film to capture contemporary social issues such as homelessness and loneliness. Thanks to Hine, photography is not just an art form anymore.

Summarizing Lewis's Life

- 1** Circle the best summary of the life of Lewis Hine:
 - A.** Lewis Hine was an exceptional teacher who taught in New York City.
 - B.** Lewis Hine took remarkable photographs.
 - C.** Lewis Hine worked for the National Child Labor Committee.
 - D.** Lewis Hine used photography to make the public aware of the problems and accomplishments of the working class.
- 2** Put the following facts from Lewis Hine's life in order of occurrence.
 - _____ Lewis went to college to become a teacher.
 - _____ Lewis photographed the construction of the Empire State Building.
 - _____ Lewis's father died.
 - _____ Lewis photographed children working in mines and factories.

3 List five jobs Lewis Hine held during his lifetime.

4 Describe the conditions of children who worked in the early 1900s.

5 What types of events, people, and places did Lewis Hine photograph?

Inferring from Lewis's Life

On the lines provided, answer the following questions in complete sentences by reasoning and concluding from the information provided in the reading.

- 1** What might Lewis Hine have meant when he said he wasn't giving up teaching; he was just moving his job out of the classroom and into the streets?

- 2** How might Lewis Hine have defined his mission in life?

- 3** What did Lewis Hine's photographs all have in common?

The Pirate Who Saved New Orleans

Pirates are bloodthirsty and barbaric, right? Not if you ask the people of New Orleans about Jean Lafitte. Yes, they say, he was indeed a pirate. He plundered countless ships in the Gulf of Mexico. But he was also a gentleman, a fine swordsman, and a man of his word. Above all, he was a true patriot when America needed him.

In 1803, New Orleans joined the United States as part of the Louisiana Purchase. It was already a bustling city because of trade going up and down the Mississippi. The brothers Pierre and Jean Lafitte had a lively business going. The two young men received goods from pirates who roamed the Gulf and plundered Spanish ships. Then they brought this booty—fine cloth, furniture, artwork, foods, and medicines—into New Orleans, and sold it at cheap prices.

Tariffs and taxes were very high. Jean figured out how to avoid paying them. He had the ships land their booty on islands in the delta, and he smuggled it into New Orleans on small boats. Jean soon had fifty ships and a thousand pirates in his organization. He set down rules of conduct. The first rule was that his pirates should not attack American ships.

Handsome and charming, Jean was popular with merchants and aristocrats and admired by the poor. He spoke four languages, dressed stylishly, had excellent manners, and was known to be fair and generous. But he had one enemy—William C.C. Claiborne, the new Governor of the Louisiana Territory. Claiborne put up posters offering \$500 for the capture of Jean Lafitte. To mock the bounty, Lafitte had his men tear down the posters, and tack up new ones that offered \$1,500 for the capture of Governor Claiborne. The entire city laughed.

With the War of 1812, the British invaded the United States from Canada. They also planned to land in New Orleans so that they could control the whole Mississippi River. But they needed the Lafitte organization to guide them through the bayous. The British told Jean that if he helped them, he would be well



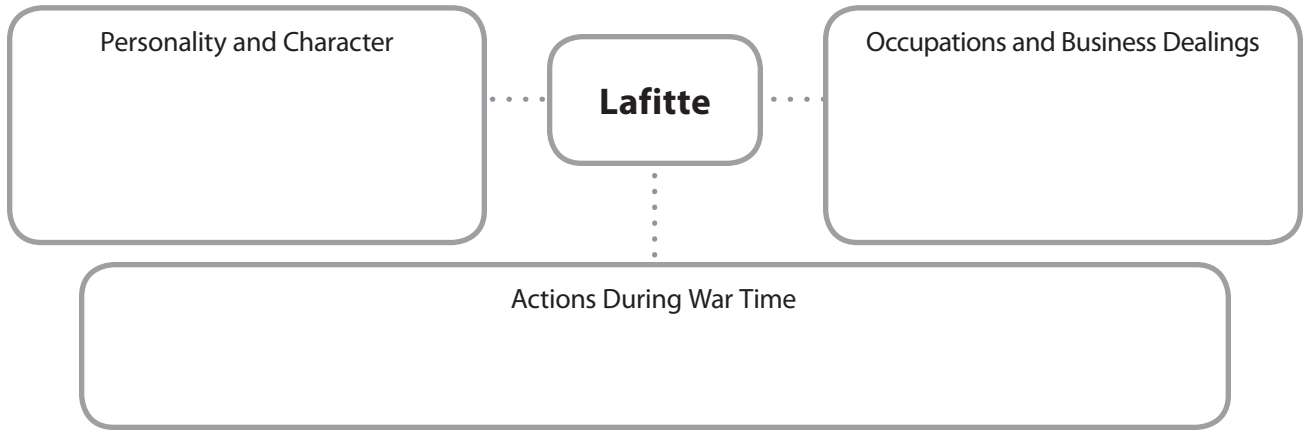
rewarded. Otherwise, he and his pirate town would be crushed. Instead of assisting them, Jean wrote to Claiborne informing him of British plans. Jean promised that his men would defend New Orleans.

In response, however, Governor Claiborne sent soldiers in gunboats to Jean's town. They pounded it with cannon fire, then looted and burned what remained. Most of the pirates escaped, but many ships and goods were lost. Jean was stunned by this betrayal, but didn't turn against the nation he had adopted as his own. He knew General Andrew Jackson was bringing his army to defend New Orleans against the British. When Jackson arrived, Jean met with him and they formed an alliance. Jean provided General Jackson's army with flints and gunpowder, rifles, and a thousand men.

In the famous Battle of New Orleans, the overwhelming forces of the British army were turned away by Jackson's ragtag army. Even the battle-hardened Jackson was impressed with the fearlessness of his pirate allies. Later, President Madison issued all of them full pardons. The pirate Jean Lafitte is remembered in New Orleans as an American hero.

Summing Up a Pirate

A Organize the information you read about Jean Lafitte by completing the web below with words and phrases that fit under each heading.



B Use information from the web you completed to help you answer the following questions.

1. Summarize the personality of Jean Lafitte. _____

2. Summarize Jean Lafitte’s approach to business. _____

3. Summarize Jean Lafitte’s participation in the War of 1812. _____

C Use your answers from Part B to help you write a one-sentence summary of the reading on Jean Lafitte.

Inferring about Lafitte

Using hints from the reading, decide whether each of the statements below is true or false. Write “T” or “F” on the line.

1 _____ The author of this reading believes there is no such thing as a good pirate.

4 _____ Jean Lafitte loved America.

2 _____ Jean Lafitte was a wealthy man.

5 _____ Andrew Jackson believed Jean Lafitte would make a poor general.

3 _____ Jean Lafitte had a sense of humor.

Jokester Genius

Steve Wozniak started out as a boy who loved having fun. Along the way, he became the father of the modern personal computer. Now famously known as “The Woz,” Steve was fascinated by electronic circuits. When he was 8 years old, he got a ham radio license and, in sixth grade, started his own amateur radio station. He was elected president of his school’s electronics club. He won first prize at a high school science fair at 13 for a transistor-based calculator. Before graduating, he began building and improving personal computers. As a young adult, he co-founded Apple Computer, Inc., whose innovative machines revolutionized the world. If there is one man who deserves credit for the computers found on every desk in classrooms, businesses, and homes, “The Woz” is that man.

As he himself happily tells the story, wealth and fame were not Steve Wozniak’s goals. He loved solving circuitry problems, finding novel ways to reduce the number of parts, and inventing cool new features for computers like color and sound and pictures. When he talks about his life, “The Woz” tells more about the fun he had achieving success than the end result.

The fun started early. He and a friend strung wires between their houses so they could send messages to each other. “The Woz” rigged the connections so that he could turn on the lights in his friend’s bedroom and wake him up in the middle of the night.

Telephones fascinated “The Woz.” He set up his own dial-a-joke line. Sometimes when a person called, he himself would answer in a fake accent and tell the joke live. Then he would try to convince the caller that he was a real person, not a recording. Once when a girl called in for a joke, “The Woz” bet that he could hang up faster than she could. He did, but she called back to talk with him, and later they got married. For a while, “The Woz” had a number similar to the number of a big airline. He frequently got calls meant for the airline reservation desk. So he began answering his phone as if he were the airline. He would advise the caller on fares and routes. Once,



just as a joke, he posed as a well-known presidential advisor in an effort to reach the Pope in the Vatican.

“The Woz” learned that he could purchase uncut sheets of two-dollar bills from the U.S. Treasury. The bills cost him three dollars apiece, but made for great fun. He kept a sheet folded up in his pocket. When buying something, he would pull out the wad. With a pair of scissors he would cut off as many bills as needed. It always bewildered the cashier.

“The Woz” has fun with words, too. He named one of his first computers the Cream Soda Computer because he and his neighbor drank so much of the soda pop while they worked on it. The logo for Apple Computer shows an apple with a bite (byte) taken out of it. And “The Woz” sometimes signs his name in anagrams like “OK a new size TV.”

Having dropped out of two colleges, “The Woz” finally went back and earned his degree. He enrolled under the name Rocky Raccoon Clark. He didn’t want professors and other students to know who he was. He went on to teach fifth grade, sponsor rock concerts, play guitar, collect laser pointers, and fly private planes. “The Woz” is still out there, right now, having the time of his life.

Summarizing a Genius Jokerster

- 1 Which statement best summarizes the reading?
- A. Steve Wozniak plays lots of practical jokes.
 - B. Steve Wozniak is an electronic genius.
 - C. Steve Wozniak’s interest in humor and electronics has led him on great adventures.
 - D. Steve Wozniak is the genius behind Apple Computer.

- 2 Retell the story of Steve Wozniak by writing one sentence about his fascination with practical jokes and one sentence about his achievements in the field of computer technology.

- 3 Draw a picture of three practical jokes that Steve Wozniak played in his youth.



Inferring About “The Woz”

Match the conclusions below with the sets of details from the reading that lead to them.

Details from Reading

- 1 _____ Wozniak taught school
Wozniak started a computer company
Wozniak sponsors rock concerts
- 2 _____ Wozniak had a ham radio license at 8 years old
Wozniak won a science fair at 13 years old
Wozniak invented new computer features
- 3 _____ Wozniak dropped out of two colleges
Wozniak talks about fun rather than success
Wozniak didn’t want to be known in college

Conclusion

- A. Wozniak likes variety in his life and work
- B. Wozniak has not let fame and fortune go to his head
- C. Wozniak likes electronics