



Name _____

Date _____

ADOLF HITLER

Adolf Hitler was born in 1889 in the small town of Branau Am Inn, Austria. Adolf and his younger sister, Paula, were the only children of six to live to adulthood. Young Hitler attended church regularly and attended school, as well. He was not as diligent in his schooling and later dropped out to become an artist or an architect. Hitler was said to be a shy and quiet young boy, yet he was quick to anger with those who disagreed with him.

Hitler moved to Vienna in 1909 to attend the Academy of Arts, but he was not admitted. He lived in homeless shelters. He was able to sell a few paintings on which to live. He read pamphlets that were unfavorable towards the Jews and began to develop a slow hatred for them. When World War I began, Hitler volunteered for service in the army in Munich, Germany. After the war, Hitler became leader of the Nazi party. Hitler gained acceptance for his anti-Jewish remarks, and his power in the Nazi party allowed him to act on his beliefs.

Hitler would soon lead Germany into a war that wiped out millions of Jews and terrorized millions of people and countries around the world. Hitler began taking over most of Europe in a swift advance. The United States eventually joined the world war and put a stop to the war and Hitler. Hitler died, but not before killing about six million Jews and several million others. This tragedy is known as the Holocaust.

STORY QUESTIONS

1. What inferences can be made about how Hitler was able to convince so many people to follow him?
 - a. He was elected the leader of Germany.
 - b. He had already had experience of dealing with war.
 - c. He was fit and in good health.
 - d. He was an influential leader and speaker.
2. What is the main idea of the third paragraph?
 - a. It introduces the main idea of the passage.
 - b. It discusses some of Hitler's actions during World War II.
 - c. It discusses Hitler's experience as a politician.
 - d. It explains the treatment the Jews received in the Holocaust.
3. A good way to answer the previous question is to . . .
 - a. reread the entire passage.
 - b. reread the first paragraph.
 - c. look for the words *Holocaust* and *Hitler*.
 - d. reread the third paragraph and determine the main idea.



Name _____

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SUSAN B. ANTHONY

Susan B. Anthony was a great leader in Women's Rights. Born in 1820 in Adams, Massachusetts, Susan was the second of eight children in a Quaker family. Her father was said to be a strict man who enforced principled convictions and self-discipline. Susan learned to read and write at the age of three. She received more schooling and eventually became a teacher at the female academy, Eunice Kenyon's Quaker Boarding School.

In 1849, Susan gave her first public speech for the Daughters of Temperance and went on to found the Woman's State Temperance Society of New York. The temperance movement was to aid women and children dealing with the abuse of alcoholic husbands.

In 1872, Susan demanded that women be given the same civil and political rights as black men had been given with the 14th and 15th amendments. She led marches and demonstrations campaigning for women's rights. During this time, Susan met Elizabeth Cady Stanton. The two became great friends and went on to fight for women's suffrage and higher pay.

STORY QUESTIONS

- What is the meaning of the word *public* as used in the passage?
 - organized
 - community
 - oral
 - female
- Where would you read to find out when Susan met Elizabeth Cady Stanton?
 - first paragraph
 - second paragraph
 - third paragraph
 - not in the passage
- The author probably wrote this passage to . . .
 - warn listeners of Susan's background.
 - inform the reader about Susan's weaknesses.
 - inform the reader of Susan's history and background.
 - inform the reader of Susan's love for women.
- Which of the following statements is not a fact about Susan B. Anthony?
 - Susan B. Anthony thought that women were smarter than men.
 - Susan led marches and demonstrations for women to receive the right to vote.
 - Susan made her first public speech to the Daughters of Temperance.
 - The temperance movement was set up to help women and children. Susan worked for this cause.



Name _____

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THOMAS EDISON

Thomas Edison is credited with doing more to shape our modern-day civilization than any other person. He was a creative, hard working, and dedicated person. He was also a very interesting person. Being the youngest in his family of seven children, he didn't learn to walk until he was four years old. He began asking questions at a very young age.

Edison was born in 1847 to middle-class parents in Milan, Ohio. Tom's inquiring mind was too much for his schoolteacher. She felt he was self-centered and asked too many questions. His mother eventually taught Tom at home. His father encouraged him to read the classics and would pay him for each one he finished. Edison grew to love reading and writing—especially poetry. Edison soon grew to love the sciences and could not be turned away. His parents found it hard to keep up with their son's quest for knowledge.

Edison put all of his knowledge to great use. He went on to become an inventor who held at least 1,093 patents. Many of these patents were improvements on earlier patents. Edison's greatest innovation was Menlo Park. Menlo Park was a research laboratory built in New Jersey. It was here that Edison created many inventions. One of his greatest inventions was the electric lamp.

STORY QUESTIONS

1. Where would you read to find out about Edison's work at Menlo Park?
 - a. end of the first paragraph
 - b. in the second paragraph
 - c. end of the third paragraph
 - d. in the third paragraph
2. The author probably wrote this passage to . . .
 - a. inform the reader of Edison's background and life.
 - b. inform the reader about all of Edison's patents.
 - c. portray the support that Edison received from his mother.
 - d. portray Edison's commitment to helping and serving others throughout his life.
3. What does the term *self-centered* mean as used in the passage?
 - a. egotistical
 - b. unselfish
 - c. amorous
 - d. anxious



Name _____

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CHIEF JOSEPH

Chief Joseph was a great leader for his people. He was the chief of the Nez Pierce Indians. This nation was located in Idaho and parts of Northern Washington. They were a peaceful nation and maintained good relations with the whites after Lewis and Clark came through on their expeditions. Much of his childhood was spent at a mission run by Christian missionaries.

In 1855, Chief Joseph's father signed a treaty with the United States government. The treaty said that the Nez Pierce were allowed to keep much of their traditional lands. But by 1863, another treaty greatly reduced the amount of land they would own. When Chief Joseph assumed his role as chief in 1877, he challenged the U.S. government on the second treaty. It was stated that the Nez Pierce people never agreed to this treaty.

Months and months of fierce fighting took place before the Nez Pierce people were forced to leave for a reservation in what is now known as Oklahoma. Many of the Nez Pierce people died of malaria and starvation. Chief Joseph tried every possible means to change the minds of the U.S. government, but to no avail. Joseph was eventually sent to a reservation in Washington, where legend says that he died of a broken heart.

STORY QUESTIONS

1. Where did the Nez Pierce live in the beginning?
 - a. parts of Northern Idaho and Utah
 - b. parts of Idaho and Washington
 - c. parts of Oklahoma
 - d. parts of Idaho and Oklahoma
2. According to the passage, how did Chief Joseph serve his people?
 - a. He waited the official 10 years to set up a reservation.
 - b. He worked hard to support the rights of his people by leaving.
 - c. He represented his people against the United States government.
 - d. He signed a treaty for them.
3. What is the main idea of the passage?
 - a. to explain how through hard work and dedication, Chief Joseph was able to accomplish great things
 - b. to explain the problems between the Nez Pierce and the U.S.
 - c. to explain the role Chief Joseph played and where the Nez Pierce people ended up
 - d. to explain how difficult it is to negotiate with the Federal Government



Name _____

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HARRIET BEECHER STOWE

Have you ever heard of the book *Uncle Tom's Cabin*? Harriet Beecher Stowe was born into a family of abolitionists. An abolitionist is a person who does not believe in slavery. She grew up in New England. Stowe was angry when the Fugitive Slave Act was passed in 1850. The Fugitive Slave Act made it easier for slave owners to get back slaves who had escaped. She decided to write a story about just how awful slavery was. She called her book *Uncle Tom's Cabin*.

The book came out in 1852 and was a huge sensation. Over 300,000 copies of the book were sold in that first year. The book was translated into over 20 languages. This book was read by millions of people worldwide. The story was against slavery. It told the story of Eliza, a young slave and mother. Eliza finds out that her baby son has been sold to a slave owner and the baby will be taken from her the next day. Eliza is able to escape with the help of the Underground Railroad.

The characters and the story line became familiar to millions of Americans. Stowe's book was an inspiration to many Northerners who did not feel they had a voice. On the other hand, many Southerners felt that the book gave a false picture of slavery. The divide between the two sides of slavery grew even wider. Eventually, this division would lead to the Civil War.

STORY QUESTIONS

1. Which of the following words could be used to describe Harriet Beecher Stowe?
 - a. author, slave owner, mother
 - b. author, conductor on the Underground Railroad
 - c. mother, Southerner
 - d. author and abolitionist
2. What is the meaning of the word *abolitionist* as used in the passage?
 - a. a slave owner
 - b. a person opposed to slavery
 - c. member of the Underground Railroad
 - d. a person supportive of slavery
3. Which of the following items would not be on Harriet Beecher Stowe's resume?
 - a. fought in the Civil War
 - b. worked to make slaves free
 - c. tried to educate people on the cruelty of slavery
 - d. used writing as a tool to influence many people