



Name _____

Date _____

HARRIET TUBMAN

Harriet Tubman was born a slave in Maryland's Dorchester County around 1820. Harriet saw firsthand what slavery was like. In her early teens, Harriet stood in the doorway to protect a slave from an angry overseer. In the process she was hit in the head with a large weight. She never fully recovered from the blow, but her desire to help other slaves grew stronger.

By the time Harriet was 29, she heard rumors that the slaves where she worked were about to be sold and sent further south. Harriet did not want that to happen, so late one night she went to the home of a white woman who promised to help her escape. She went from home to home. She eventually made her way to the North, hiding by day and traveling by night. She finally crossed the border of Pennsylvania where slavery was not allowed.

The people who helped Harriet Tubman escape were members of the Underground Railroad. It wasn't a real railroad but a network of people willing to hide slaves and help them escape. The slaves escaped to either free northern states or Canada. Harriet joined the Underground Railroad helping more slaves including her family escape. She made over 19 trips and helped over 300 slaves escape. At one point there was a reward of \$12,000 offered for her capture. Harriet Tubman was happy to say that not one slave had been lost on her watch. She was an influence to so many.

STORY QUESTIONS

1. What prompted Harriet Tubman to escape in the first place?
 - a. She heard that a new overseer was coming.
 - b. She heard that she was definitely going to be sold further south.
 - c. She heard that there were more jobs available in the South.
 - d. none of the above
2. How does the author feel about Harriet Tubman?
 - a. The author thinks Harriet was powerless.
 - b. The author admires Harriet and thinks she was brave.
 - c. The author didn't have the chance to free all the slaves.
 - d. The author admired how she fought for independence from slave masters.
3. Which statement hints at the author's opinion of Harriet Tubman?
 - a. She eventually made her way to the North, hiding by day and traveling by night.
 - b. She was an influence to so many.
 - c. Harriet Tubman was happy to say that not one slave had been lost on her watch.
 - d. She never fully recovered from the blow, but her desire to help other slaves grew stronger.



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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 or 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.



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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



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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



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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