



Name \_\_\_\_\_ Date \_\_\_\_\_

## YANKEE DOODLE

Have you sung the song “Yankee Doodle” and wondered what it was talking about? Did you know that “Yankee Doodle” was sung by the British soldiers during the Revolutionary War? They sang this song to make fun of the American soldiers and troops. The British soldiers had fancy uniforms to wear while the Americans didn’t have any uniforms to wear. Some of the American soldiers wore buckskin and furs.

Many of the words in the song have different meanings than the ones we use today. *Yankees* was the name the British soldiers called the American soldiers. *Doodle* was another name for hicks or country bumpkins. *Macaroni* in the song didn’t refer to pasta, but rather to a fancy style of dress used in England.

Surprisingly enough, the American troops liked the tune of the song. They made up their own words to the song and sang it as they went into battle. They created many verses to the song. Some say there have been 190 verses of the song. It’s been said that when Commander Cornwallis of the British surrendered, an American band played, “Yankee Doodle.”

### STORY QUESTIONS

- In this reading passage, what does the word “doodle” refer to?
  - a type of noodle
  - to scribble or draw
  - someone who is a hick
  - sophisticated person
- Macaroni was a style of . . .
 

<ol style="list-style-type: none"> <li>government.</li> <li>pasta.</li> </ol>	<ol style="list-style-type: none"> <li>military strategy.</li> <li>dress.</li> </ol>
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- What was the purpose of the British soldiers singing the song “Yankee Doodle”?
 

<ol style="list-style-type: none"> <li>to scare the American soldiers</li> <li>to make fun of the American soldiers</li> </ol>	<ol style="list-style-type: none"> <li>to challenge the American soldiers</li> <li>to inspire the American soldiers</li> </ol>
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- What would be another title for this passage?
 

<ol style="list-style-type: none"> <li>“The Making of Macaroni”</li> <li>“The Revolutionary War”</li> </ol>	<ol style="list-style-type: none"> <li>“The British vs. the Americans”</li> <li>“The History of Yankee Doodle”</li> </ol>
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## THE GOLD RUSH

Can you imagine finding gold? This was the quest of many people who arrived in California in 1849. They were searching for gold. Gold had been found and so everyone wanted a piece of it. This was called the Gold Rush. People came from all over the world to find gold. Villages sprang up overnight. Tents formed these temporary villages that were set up wherever gold was discovered. These villages would be abandoned as soon as gold was found elsewhere.

Many gold prospectors were able to strike it rich. Some found thousands of dollars worth of gold nuggets or gold dust. Not everyone was so lucky. With so much gold around, the price for items went up and up. People had to spend a lot of money to buy food and supplies. They spent all of their money trying to find the gold that was never to be found. Most went home broke.

Years later, gold was found in 1896 near the Klondike River in Canada's Yukon Territory. This sparked another gold rush. Within a year over 100,000 men and women arrived in Canada. It was a long trip and many would never complete it because of the cold weather and the raging rivers. People died along the way. Most of the people that did make it to the Yukon were not able to find gold in Canada, and soon the Gold Rush was over.

### STORY QUESTIONS

1. What brought so many people to California in 1849?
  - a. They were seeking gold.
  - b. They were starting a new territory.
  - c. They were sent by the federal government.
  - d. They were fighting in the Mexican War.
2. The author wrote this passage to . . .
  - a. justify the reasons people went to California.
  - b. inform the reader of how gold miners were not mistreated.
  - c. share general information about the Gold Rushes in North America.
  - d. raise awareness of mistreatment of immigrants to California.
3. Which of the following statements is a fact about the results of the Gold Rush?
  - a. Many had their land taken away from them.
  - b. Gold Rushers spent all of their money in land.
  - c. With gold around, prices for food and supplies went up.
  - d. With so much gold around, people were robbed.



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## THE FIRST AMERICANS

North America is a large and varied land with great resources and beauty. No one knows for sure when the first people inhabited this land, but scientists believe it was thousands of years before Columbus and any explorers came along. It has been determined that many groups of Native Americans lived in North America. These groups of people lived in tribes. They developed their own ways to meet their needs for food, shelter, and clothing.

North American tribes did not leave written records. Archaeologists have had to depend on the items they left behind. These items are called artifacts. Artifacts can share clues as to how these early settlers lived. Some of these tribes lived near water while others lived in the desert. Each group of people had to learn different skills to survive.

Each of these tribes or groups of people had their own name. There were four main North American Indian groups. These groups were the Pacific Northwest Indians, the Southwest Indians, the Plains Indians, and the Eastern Woodland Indians. These groups of Native Americans had rich cultures and traditions that were passed on through the generations.

### STORY QUESTIONS

- Who were some of the first people to live on the American continent?
  - Columbus and his crew
  - Eastern Europeans
  - Native Americans
  - British Soldiers
- The scientists who study these early cultures are called . . .
  - biologists.
  - archaeologists.
  - geologists.
  - sociologists.
- After reading the passage, what can you infer about how scientists are able to learn about these early cultures?
  - by studying the foods and traditions of each group
  - by studying the systems of government
  - by reading the written history
  - by studying the artifacts



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## SPANISH EXPLORATIONS

Explorers are people who search for new places and new things. Some of the early explorers discovered great things about the world. Some of these fearless explorers were Columbus, Cabot, Magellan, Verrazano, and Cartier. But none of these men actually had much interest in the Americas. They were all trying to find the route to the East Indies and Asia. They found gold and other precious items in Asia. America was just a stop along the way.

The Spanish soon realized that America might have even greater riches than the Indies. Conquistadors, another name for conquerors, set out to discover what America had in store. One of these great Conquistadors was Ponce de Leon. He had sailed with Columbus on his second voyage. He was also a soldier on Hispaniola. He went to Puerto Rico to look for gold. He found some and he also found some native Indians. He conquered the land and set up Spanish rule.

In the year 1513, he set off again in search of gold, but some say he was searching for the fountain of youth. He never found the fountain of youth, but he traveled to a beautiful peninsula filled with flowers. Ponce de Leon named this peninsula "Florida." Years later, the first European colony was established in what is now known as the United States at St. Augustine.

### STORY QUESTIONS

- What is a conquistador?
  - a sailor
  - a Native American
  - a ruler of a peninsula
  - another name for conqueror
- After reading the passage, what characteristics do explorers have?
  - fear and trepidation
  - courage and calmness
  - adventuring spirit and a will to try
  - a large support army
- Ponce de Leon was in search of . . .
  - silver.
  - gold and a fountain of youth.
  - Columbus.
  - a new country.
- Which of the following explorers was not mentioned in the passage?
  - Cartier
  - Cortez
  - Cabot
  - Magellan



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## EARLY EUROPEAN SETTLEMENTS

France and England explored and settled in the New World. These countries claimed portions of land in North America. English colonies began to grow quickly. Many of these countries saw Spain's treasury filling with gold, and they were jealous. They wanted some of this gold for themselves. One of these people was Sir Walter Raleigh. He was a friend of the Queen in England and he was also very wealthy. He received permission to set up a colony in North America.

In 1585, Raleigh sent 100 colonists with food and supplies to Roanoke Island, off the coast of what is now North Carolina. The colonists thought that they would receive help and aid from the Native Americans, so they didn't plant their own crops. The Native Americans did help the colonists for a while but that didn't last very long. The settlers began to starve. Fortunately, Francis Drake, another explorer, stopped on one of his voyages. He brought the colonists back to England.

Raleigh lost a fortune trying to start the colony on Roanoke Island. He learned that it was too expensive for one person to start a colony. He got a group of merchants to join him in starting a colony by forming a joint-stock company. This was called the Virginia Company of London. The stockholders made plans to send colonists back. The colonists were to send furs, lumber, as well as other products back to London. These were some of the first settlers of Jamestown in Virginia off the Chesapeake Bay.

### STORY QUESTIONS

1. What motivated England and France to set up American colonies?
  - a. They were ready to leave their own countries.
  - b. They saw Spain getting wealthy.
  - c. They were trying to learn from the Native Americans.
  - d. none of the above
2. What conclusions can be drawn about the people who were early settlers in the American colonies?
  - a. They were corrupt and dishonest.
  - b. They were hard workers that believed in making changes.
  - c. They were inexperienced and naive.
  - d. They weren't very organized.
3. After reading the passage, which of the following statements is false?
  - a. Raleigh didn't lose a fortune trying to start the colony on Roanoke Island.
  - b. The colonists were to send furs, lumber, as well as other products back to London.
  - c. The colonists thought that they would receive help and aid from the Native Americans, so they didn't plant their own crops.
  - d. France and England explored and settled in the New World.



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## THE FEDERAL GOVERNMENT

There are three main branches of the federal government. These branches are the judicial branch, the executive branch, and the legislative branch. Each of these branches plays an important role in the federal government. Do you know what role each branch performs?

The judicial branch is made up of the court system. The Supreme Court is the highest court in the land. The Supreme Court decides whether a law is constitutional or not. The courts decide arguments about the meaning of laws, how they are applied, and whether they break the Constitution or not.

The executive branch of the federal government makes sure that the laws are obeyed. The president is part of the executive branch. The president needs a lot of help from the vice president, the cabinet, departments, as well as independent agencies to enforce the law.

The legislative branch is made up of Congress and government agencies. Congress has two parts. They are the Senate and the House of Representatives. This branch of government creates and passes the laws of the land. Congress also makes laws about taxes and borrowing money, and it approves the making of money. Congress can also declare war on other countries.

Each branch has its own functions that help our government run smoothly. Each branch can also limit the power of the other two branches. This is called Checks and Balances.

### STORY QUESTIONS

- Which branch of government passes new laws in this country?
  - Library of Congress
  - judicial
  - executive
  - legislative
- Which paragraph explains which branch of the federal government the Senate and the House of Representatives belong to?
 

a. first paragraph	c. third paragraph
b. second paragraph	d. fourth paragraph
- After reading the passage, who assists the president in enforcing the law?
  - vice president and the cabinet
  - The Supreme Court
  - constituents
  - Congress



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## ***NORTH VS. SOUTH***

The Civil War was a war in which Americans fought against Americans. It was the deadliest war of all the wars fought by Americans. The country had been split into two divisions known as the North and South. Many southern states had formed a confederacy. This was essentially a new country. The southern states no longer wanted to be a part of the United States of America. There were many reasons for this action, but one of the main issues was slavery. The southern states wanted to be able to have slaves.

In April of 1861, the Confederate soldiers bombarded Fort Sumter. This was the last of the southern forts still in the hands of the United States government. This event began the Civil War. Both the North and the South had advantages during the Civil War. The North had a larger population. The North also had most of the factories and mills. They could produce more supplies and guns than the South. The South had to depend on help from European countries. The North also had railroads to move troops and supplies.

The South had advantages as well. The biggest advantage was that the South was fighting a defensive war. This meant that they were fighting to defend their country and their beliefs, and their way of life. In order for the North to win, they would have to conquer the South. The South also had better generals than the North at the beginning of the war. These generals had experience fighting the Mexican War.

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### ***STORY QUESTIONS***

1. What happened in April 1861 that initiated the Civil War?
  - a. United States declared victory.
  - b. Abraham Lincoln was elected president.
  - c. Fort Sumter was fired upon.
  - d. General Lee joined the Confederacy.
  
2. The Southern generals had experience fighting in the . . .
  - a. Civil War.
  - b. Battle of Bull Run.
  - c. war against slavery.
  - d. Mexican War.
  
3. Which of the following would make another good title for this passage?
  - a. "Between the North and South"
  - b. "Sweeping Changes for Confederacy"
  - c. "Women's Assistance in the Civil War"
  - d. "The Civil War Soldiers"



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## THE COTTON GIN

Since the mid-1700s, Southern plantation owners had been growing cotton. This cotton was used to make cloth. As a result of the Industrial Revolution in the United States, the demand for cotton increased. The problem came from the fact that cotton was filled with green, sticky seeds. It was a tedious task to remove all the sticky seeds so that the cotton could be used. It took most workers an entire day to clean one pound of the cotton. This made the cotton very expensive.

In 1793, Eli Whitney made a visit to a plantation in Georgia. Eli was known for tinkering with machines and solving problems. Eli was encouraged by a plantation owner to see if he could create a machine that could remove the sticky seeds from the cotton. Eli was able to do just that. He was able to do it in just 10 days! This new machine was called the cotton gin. In a short amount of time, Eli was able to build a large cotton gin. This new gin was able to clean 50 pounds of cotton in one day.

As a result of this new invention, cotton could be sold at a cheaper price. Plantation owners began selling their cotton to factories in the North as well as in Great Britain. They were able to grow larger and larger crops. Soon cotton became the south's biggest crop. As a result, the need for slaves was even greater. The South's economy depended on this slave labor. This would eventually lead to a debate about the legality and morality of owning slaves. This debate fueled a division that would lead to the Civil War.

### STORY QUESTIONS

- After reading the passage, what can be inferred about why Eli Whitney invented the cotton gin?
  - to eliminate slavery
  - to remove the sticky seeds from the cotton
  - to satisfy southern slave owners
  - to fulfill an order
- What can be implied about why the invention of the cotton gin made the need for slavery even greater?
  - Cotton could be sold at a cheaper price.
  - The cotton gin made cleaning the cotton easier, leading to more cotton needing to be picked.
  - This new gin was able to clean 50 pounds of cotton in one day.
  - Eli was encouraged by a plantation owner to see if he could create a machine that could remove the sticky seeds from the cotton.
- What skills did Eli Whitney have that helped him invent the cotton gin?
  - He had been well trained in his profession.
  - He was personally in need of a new cotton machine.
  - He was a natural at tinkering with machines and learning how they work.
  - He was good friends with many plantation owners.





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## THE MEXICAN WAR

By the 1840s, territory in the United States was spreading in all directions. Some people felt that the country should not spread from the Atlantic to the Pacific Oceans and from Canada to the Rio Grande. But because of its economic and political superiority and growing population, many felt that it was the destiny of America to rule North America. This was known as the Manifest Destiny.

The president at the time was James Polk. He believed very strongly in the Manifest Destiny. He offered to buy the Mexican territory, which consisted of the California and New Mexico areas, which also included Arizona. Mexico refused. President Polk sent troops into a territory near the Rio Grande that both countries claimed as their own. American soldiers as well as Mexican soldiers were killed in the small conflict. President Polk claimed that American blood had been shed. He asked Congress to declare war on Mexico. Congress did so.

In 1848, Mexico and the United States signed a peace treaty. The treaty stated that the United States received all the land that today makes up California, Nevada, and Utah. It also received most of what is now the state of Arizona, parts of Wyoming, New Mexico, and Colorado. In return, the United States paid Mexico 15 million dollars. This is known as the Mexican Cession.

### STORY QUESTIONS

1. What land did the United States want to buy from Mexico?
  - a. Texas and the surrounding areas
  - b. The Southwest
  - c. San Diego
  - d. California and New Mexico areas
2. Which paragraph helps you answer the previous question?
  - a. first paragraph
  - b. second paragraph
  - c. last paragraph
  - d. none of the above
3. Which of the sentences below explains the outcome of the Mexican War?
  - a. It also received most of what is now the state of Arizona, parts of Wyoming, New Mexico, and Colorado.
  - b. In return, the United States paid Mexico 15 million dollars. This is known as the Mexican Cession.
  - c. In 1848, Mexico and the United States signed a peace treaty.
  - d. The treaty stated that the United States received all the land that makes up California, Nevada, and Utah today.



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## FREE BLACKS JOIN UNION ARMY

At the beginning of the Civil War, there were many African Americans who volunteered to fight for the Union. However, the navy and the army denied these Americans the opportunity to fight in the Civil War. They were hired to drive wagons, cook meals, and work with shovels and other tools, but they were not soldiers.

But as the Civil War went on, more and more soldiers were needed. In 1863, the Emancipation Proclamation was passed and the army and navy decided to allow African Americans to join. These African Americans were encouraged to join the army in an effort to free the millions of slaves in the South. It was believed that if these Americans helped to fight, they would not be denied the right to citizenship.

By the end of the Civil War, there were approximately 185,000 African Americans fighting in the army and the navy. Some of them were free from the North, but the rest of them were men who had escaped the slave states. Black soldiers were not treated the same as other soldiers. In the beginning they only received half their pay. By the end they all received the same amount. Most white soldiers would not fight alongside them. But the fighting record of black soldiers was honorable. The country's highest award, the Congressional Medal of Honor, was given to 21 black soldiers.

### STORY QUESTIONS

1. What jobs were black soldiers given at the beginning of the war?
  - a. They fought alongside white soldiers.
  - b. They served on ships in the navy.
  - c. They were able to fight but without weapons.
  - d. They were allowed to drive wagons, cook meals, and work with shovels.
2. What is the primary purpose of this reading passage?
  - a. to inform the reader about the Civil War
  - b. to explain the prejudice that people had during the Civil War
  - c. to explain the role that blacks played in the Civil War
  - d. to look for a better way of life
3. What is the meaning of the word *emancipation* as used in this passage?
  - a. initiation
  - b. freedom
  - c. registration
  - d. coronation



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## THE STATUE OF LIBERTY

The United States is a nation of immigrants. Since the beginning, immigrants have come to America looking for a better way of life. In the late 1800s they came in large numbers. There had never been so many immigrants at one time. It was faster and easier to cross the Atlantic Ocean than ever before. It took just five days to cross the ocean from England.

Those who came after 1886 were greeted with the sight of the Statue of Liberty. The Statue of Liberty is 15 stories high. In one hand she holds the torch. In the other hand she holds the tablet bearing the date of the Declaration of Independence. The people of France presented this statue as a gift to the United States. It was meant to celebrate the friendship between the two countries.

Some immigrants became farmers in the West, but most immigrants moved to cities such as New York, Chicago, Philadelphia, Cleveland, and Boston. Here they looked for work to support their families. Members of the same immigrant groups often lived together in the same neighborhoods. This made it easier to communicate with one another and share similar customs and traditions.

These immigrants were often poor. They did not speak English and they were unskilled workers. They would usually take any jobs they could get. They had to work hard with very low pay. Often the entire family, including the children, were required to work to make ends meet.

### STORY QUESTIONS

1. What is the main idea of paragraph three?
  - a. to inform the reader about the Statue of Liberty
  - b. to explain the struggles immigrants had getting into the United States
  - c. to explain the role that the government played in donating the statue
  - d. to explain where immigrants went for work once they arrived
2. Which country presented the United States with the Statue of Liberty?
  - a. Russia
  - b. France
  - c. Germany
  - d. Ellis Island
3. Which of the following statements is an opinion?
  - a. These immigrants were often poor.
  - b. Here they looked for work to support their families.
  - c. The Statue of Liberty is a beautiful reminder of the purpose of this country.
  - d. Those who came after 1886 were greeted with the sight of the Statue of Liberty.



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## HAWAII BECOMES A STATE

Hawaii is a group of islands west of the Pacific Coast of the United States. These islands are about 2,000 miles from the continental United States. In the early 1800s, American ships began arriving in Hawaii to stop for supplies on their way to and from Asia.

Before long, missionaries arrived in Hawaii to teach religion and to try to convert people. Some of these missionaries became business people. They began purchasing land for sugar plantations. These Americans soon took over and began running the islands. In 1891, Liliuokalani was named the new queen of Hawaii. She made the decision that a foreigner could not rule Hawaii. The plantation owners were concerned. The queen was overthrown by the people who then asked the United States government to take over Hawaii.

President Grover Cleveland was president of the United States at the time. He didn't think it was right to overthrow the queen and take over another country. But as time went on, William McKinley became president of the United States. He felt differently about Hawaii. President McKinley and Congress agreed to make Hawaii a territory of the United States. Many years later, in 1959, Hawaii became a state. In fact, Hawaii became the 50th state of the United States.

### STORY QUESTIONS

- Originally, why did people stop in Hawaii?
  - They were helping the native people there.
  - They used Hawaii as a summer residence.
  - They bought land and set up sugar plantations.
  - They stopped for supplies on their way to and from Asia.
- Why did President Cleveland refuse to take over Hawaii?
  - He believed that Hawaii had economic as well as political superiority.
  - He felt like it was a poor business deal.
  - He didn't feel it was right to overthrow the queen.
  - He believed that Hawaii belonged to Asia.
- What is the meaning of the word *overthrown* as used in the passage?
  - thrown overboard
  - arraigned
  - removed from power
  - none of the above



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## THE GREAT WAR

In 1914, war broke out in Europe. The countries of Europe were divided against each other. The two main sides during World War I were the Allied Powers and the Central Powers. The Allied Powers consisted of Great Britain, France, and Russia. The Central Powers consisted of Germany, Turkey, and Austria-Hungary. The colonies of these nations in Asia, Africa, the Middle East, and the Pacific were soon drawn into the war as well.

World War I was known as the Great War because this conflict was the first war that involved so many countries worldwide. Many felt that this would be the war to end all other wars. History shows that this would not be the case. This war was also different in that the weapons used were new and more deadly. Armies had never used tanks, airplanes, or gas grenades. Losses in each battle were greater than ever. Another effective weapon was the submarine. Submarines could sink large ships carrying troops and supplies.

Trench warfare was a new concept introduced during World War I. Soldiers dug long, deep trenches, or ditches in the ground, and lived in them for long periods of time. These trenches were used as a place to stay and also as a form of protection.

The war finally ended after the German leader Kaiser Wilhelm resigned. On November 11, 1918, an armistice halted the fighting and a peace treaty followed.

### STORY QUESTIONS

- Which countries formed the Central Powers?
  - Germany, Russia, Great Britain
  - Germany, Turkey, and Austria-Hungary
  - Germany, Turkey, and France
  - Germany and France
- How were trenches used during World War I?
  - Soldiers used them to store their weapons.
  - Trenches were dug to capture the enemy and for protection.
  - Trenches were used to store supplies and for protection.
  - Soldiers dug trenches to live in them and use them as a means of protection.
- Based on the reading passage, why was this called the Great War?
  - It was the first war to ever divide Europe.
  - It was a great war for both sides.
  - It was the largest war that had ever been fought in the world.
  - It would be the last war ever fought.



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## THE ASSEMBLY LINE

When the first “horseless carriages” were introduced, few people were interested. Many people thought they were unsafe, too expensive, and too noisy. These horseless carriages were actually the beginnings of the car as we know it. The invention of cars changed transportation in the United States forever. Henry Ford is credited with changing the way that people looked at cars. He was one of the early automobile makers, and his techniques changed the way cars were made. His ideas made the car cheaper and accessible not only to rich people, but also to farmers and ordinary workers.

In the beginning cars were made by a group of mechanics working to put the entire car together. Henry Ford had different ideas on how to build an automobile. Henry Ford divided up the tasks into a process of steps. Each worker was assigned a different step in the process. That meant that each worker was only responsible for one job and he or she did this job over and over on each automobile. This meant that the workers became specialists. This also meant that cars would be produced much faster. This also meant the car was less expensive, so that it could be sold more cheaply.

Ford improved upon his system even more by introducing the assembly line. The assembly line was a large moving belt that brought the cars to the workers. The worker would continue to perform each step in the process, but bringing the cars to the workers saved even more time.

### STORY QUESTIONS

1. What was the first reaction to the “horseless carriage”?
  - a. People loved the new invention.
  - b. People were nervous about driving the new car.
  - c. People thought they were cheap and inexpensive.
  - d. People thought they were dangerous and noisy.
2. What is the definition of an assembly line?
  - a. a group of workers standing in a line
  - b. a large moving belt
  - c. the line where buyers purchased their cars
  - d. the place where the nuts and bolts are held
3. Based on reading the passage, what effect did the cost of making the car have on the purchasing price of the car?
  - a. The price of the car went down.
  - b. The price of the car went up.
  - c. The price of the car stayed the same.
  - d. none of the above



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## CIVIL RIGHTS

Martin Luther King, Jr. was born in Atlanta, Georgia. He went on to graduate and become a Baptist minister. His greatest accomplishments were his civil rights efforts from the middle of the 1950s until he was assassinated in the 1960s. His civil rights crusade was different. It was one that called for peace and nonviolence. In 1963, King led a march on Washington, D.C. He delivered his famous "I Have a Dream" speech at the Lincoln Memorial. He was demanding equal justice for all Americans. He was challenging the government to help all Americans regardless of their race or religion.

His famous speech would go on to inspire many people for many years to come. In 1964, he won a Nobel Peace Prize for his work. Much of his work and efforts resulted in the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

Dr. King was hated by many white southern segregationists. On April 4, 1968, King was preparing to lead a local march. He was shot in the throat on the balcony of a hotel in Memphis, Tennessee. He died a few hours later. President Lyndon Johnson declared a day of mourning for the slain civil rights leader. And yet, Dr. Martin Luther King's legacy lives on. He is honored on Martin Luther King Day, which is a national holiday. It is held on the third Monday of January around King's birthday on January 15. His great legacy continues to inspire many.

### STORY QUESTIONS

1. Who was Martin Luther King, Jr.?
  - a. He was the first black president of the United States.
  - b. He was a civil rights leader.
  - c. He worked for the federal government
  - d. He was a member of Congress.
2. What is the meaning of the word *justice* as used in the passage?
  - a. impartiality
  - b. apartheid
  - c. emancipation
  - d. realignment
3. What was Dr. King seeking to secure for many Americans?
  - a. emancipation from slavery
  - b. a black president of the United States
  - c. a job with the F.B.I.
  - d. civil rights and voting rights for all Americans