

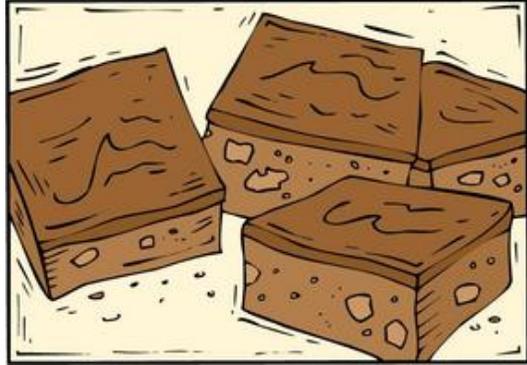


Name _____

A Blonde Surprise

By Colleen Messina

Angela wrapped herself in a warm robe and went down to breakfast to find her mom making French toast. She was glad teacher conferences were happening because she had a day off from school. The delicious smell of cinnamon filled the air. She noticed that delicate swirls of frost covered the kitchen



windows as if tiny ice fairies had been finger painting during the night. French toast was the perfect breakfast for a cold day. Her mom expertly scooped the crispy piece of toast from the frying pan and flipped it over in one smooth movement.

"I have a fun idea for us to do today," exclaimed Mom.

Angela was curious. "Give me a hint," suggested Angela, who loved solving little mysteries.

"Well, the first hint I can give you is that it is a blonde surprise," whispered Mom as she tossed a strand of coffee-colored hair out of her eyes.

"Do you want to dye your hair blonde?" asked Angela. She could not imagine her mom as a blonde. Then again, Mom had been talking about "making changes around here," so maybe she was talking about a new hair color!

"Here is another hint: frosting can be a part of this, too, if you want," suggested Mom.

"Do you want to become a frosted blonde?" asked Angela with growing excitement. The mystery was getting better every minute. She was getting used to the thought of helping her mom dye her hair.

A frosted blonde color would be beautiful!

"One last hint is that we will need eggs," added Mom with a sly smile.

"Eggs?" asked Angela with ever-widening hazel eyes. The only thing she could think of was that eggs might be some kind of hair conditioner that would help her mom's newly-blonde tresses shine.

After breakfast, Mom collected some ingredients from the pantry. She carried flour, vanilla, brown sugar, and walnuts over to the green countertop. Then she opened the refrigerator and carried eggs and butter to the counter. The ingredients were precisely lined up like soldiers entering a culinary battle.

"Mom, what are you doing? Why would we need all of these ingredients to dye your hair blonde?" queried Angela with a puzzled expression.

"I know you would love to dye my hair today, but I really am quite happy with my brown hair. We are going to make blonde brownies!" said Mom. "Blondies, which is the nickname for this treat, are a delicious change from regular brownies. The brown sugar gives them a unique flavor, and your dad loves them. I haven't made any in awhile."

Angela was a little bit disappointed that her mom wasn't becoming a blonde, but she had a sweet tooth. Soon she was happily whisking eggs in a bowl instead of putting them on her mom's head, and the family enjoyed the delicious blonde surprises after dinner that night!

A Blonde Surprise

Questions

- _____ 1. "The ingredients were precisely lined up like soldiers entering a culinary battle" is an example of which literary device?
- metaphor
 - synonym
 - alliteration
 - simile

Name _____



Resources from the Land

By Patti Hutchison

Caption: Dust storm approaching Stratford, Texas, April 18, 1935.



"Give me land, lots of land, under starry skies above. Don't fence me in." Have you ever heard that song? It describes a love for open spaces, mountains, and trees. Our land is an important natural resource.

Land provides a place for humans and animals to live. It also provides places to grow crops, trees, and grasslands. These are important resources for living things. What other natural resources do we get from the land? Let's start from the top.

At the surface of the land is topsoil. Topsoil contains minerals and nutrients that plants need to grow. Rich topsoil is used by farmers to produce food for us to eat. It can take up to 1000 years to form a few inches of topsoil. But those few inches can be lost in a matter of minutes. Without plant cover, topsoil can be eroded by wind or water very quickly.

Farmers need to be careful when plowing the land. Soil should not be left bare. The Earth loses much of its topsoil each year. It is eroded faster than it can be replaced. The result is drier and less fertile soil. In some areas, erosion is causing desertification. The land is drying up and becoming like a desert. Soil is needed to feed a growing population. Many areas have plans to help conserve the soil we depend on for so much.

Below the soil, the land contains sand and gravel. These resources can be used for many things. They provide us with concrete for roads and mortar for brick buildings.

Clay is another resource given to us by the land. It is found below the surface. Clay is used to make bricks, which are important building materials. Clay is also used to make ceramic tiles used for floors and walls. Beautiful pottery and china is made of clay as well.

A little deeper below the surface is bedrock. This is solid rock such as granite or marble. Many of these rocks can be cut from the earth in a quarry. This is a kind of rock "mine." These rocks are resources that can be used for buildings and statues.

Ores are mined deeper below the surface. These are important rocks that contain metals. These include iron and aluminum. These metals have to be removed from the rocks. These resources are also used for building and manufacturing.

Sodium chloride, also known as salt, is found both underground and on the surface. Another mineral resource found on the land is gypsum. This material is used to make plaster, a useful building material. Graphite, a lubricant, and talc, which is used in cosmetics, are two more resources provided by the land.

Of course, the land is also an important resource for recreation. Many thousands of acres have been set aside and protected. These forests, parks, and wildlife refuges are places of pleasure for many of us. We need to respect the land so that it keeps on giving us the natural resources we need.

Resources from the Land

Questions

1. What does topsoil give to plants?

Name _____



Calcium

By Kathleen W. Redman

WHAT IS CALCIUM?

Calcium is a mineral. It is an important part of a healthy diet. It helps build stronger, denser bones. About 99% of the body's calcium is stored in the bones and teeth. You have more calcium in your body than any other mineral.

WHY IS IT IMPORTANT?

Calcium is an essential nutrient our body needs every day. You probably know that it helps build and maintain healthy teeth and bones. Calcium also keeps your heart beating steadily. It keeps your blood, nerves, and muscles working correctly. It helps your blood clot.



From birth until about age eighteen, bones are forming and growing. As children grow, it is important that their diets include a lot of calcium. The calcium children get when they are young determines how strong their bones will be later. Bones are about as strong as they will ever be by age thirty-five.

If you do not get enough calcium from the foods you eat, your body will steal it from your bones. This will make your bones weaker. It may mean you will have very thin bones. Your bones will be easier to break. They can be so weak that a firm handshake will break them!

If your bones break easily, you may not be getting enough calcium in your diet. You might also have muscle pains. You may feel tingling in your hands and feet. All of these are signs of lack of enough calcium in the foods you eat.

HOW CAN I GET ENOUGH CALCIUM?

If you are between the ages of nine and eighteen, you need 1,300 mg of calcium every day.

Milk, yogurt, and cheese are very good natural sources of calcium. A cup of plain low fat yogurt has 415 mg of calcium. That is about one-third of the calcium you need for a whole day. There is also calcium in leafy green vegetables like spinach and broccoli. Some foods, like fruit juices and cereals, have calcium added.

Some people do not get enough calcium from the foods they eat. Sometimes their bodies won't absorb the calcium very well. Those people may have to take a calcium pill every day.

Calcium

Questions

1. What is the main idea of the article?
 - A. Calcium is very important to the body.
 - B. Most people get too much calcium.
 - C. There is not much calcium in our foods.
 - D. Very little calcium is needed by the body.
2. What is the best definition for *diet* as it is used in paragraph 5?
 - A. the food a person usually eats
 - B. a court session in Scotland
 - C. small amounts of food eaten so a person can lose weight
 - D. a law-making body in Japan
3. Where is about 99% of the calcium in the body stored?



Name _____

Minimum Wage in Germany

By Jennifer Kenny

Caption: Workers on strike in Germany for higher wages



People that work expect to be paid for their jobs. Different industries pay different amounts of money depending on education, skill, years of employment, and so on. Different countries have different ways of handling salaries as well.

Some countries have a part of the law that states a minimum wage. For example, in the United States, the minimum wage began in 1938. What is its purpose? By setting the lowest amount an employer can pay an employee for an hour's worth of work, the law is hoping to protect the workers. This is supposed to be an amount on which workers can survive, although those receiving minimum wage will often share how difficult that can be. Many other countries set minimum wages as well. While many European countries have had minimum wages for years, until recently, Germany did not follow that trend.

Ingrid and Hans are residents of Germany. They are brother and sister. They grew up with their parents in a nice neighborhood and still live nearby. They went to school in Germany. They prepared for their careers in Germany. Ingrid is a hairdresser and Hans is a professional businessman. Both enjoy their jobs, but both are having different experiences living off the money they make.

Hans has made a lot more than his sister. He has benefited from big profits. He makes a lot more than others in his company that do filing, secretarial work, and so on. Ingrid, on the other hand, enjoys her work but is having difficulty paying for all the things she needs. Currently, there are proposals and changes being made in Germany regarding minimum wage. Ingrid and Hans debate these issues

frequently and don't necessarily see eye to eye on the matter. Ingrid firmly believes minimum wage is necessary for her quality of life.

Traditionally, Germany allowed unions and workers to bargain and agree on what kind of workers received what kind of pay. In addition, Germany has a unique system of social welfare. The system made sure all people received a certain guaranteed income. If someone earned less, the government made up the difference in this income. With the unions bargaining, pay and work were described in great detail in the bargaining agreements for most areas. However, this did not include a law-defined minimum wage.

What has changed then? To the average worker, their income doesn't necessarily guarantee a living wage anymore. Certain benefits of the social welfare system have been cut back. Ingrid and her coworkers describe their pay as a pittance and often complain of poor working conditions. Many employees are only able to work part-time or they can only find short-term work. Meanwhile, top executives such as board members like Hans are earning considerably more than the average person. This gulf between the rich and the poor creates very opposite sides on the minimum wage debate.

Therefore, the debate continues. The Social Democratic Party as well as the German Trade Federation are working to change the law to reflect a minimum wage of 7.5 euro for all workers. The chancellor and other leaders have agreed to a minimum wage for certain workers, but not all groups. Therefore, of course, those in support of a minimum wage claim this is not enough. On the opposite side of the spectrum, the Institute for Economic Research says that a movement to a minimum wage might be harmful to the economy and might cost an enormous amount of jobs.

Who is correct? Only time may tell. In a much-heated debate, the country moves forward with the minimum wage with many groups calling for different options. Will it change the lives of those in poverty, or will it kill jobs? Will a minimum wage be enough? Will it alter, help, or hinder competition? Will employers sneak around to pay employees less? Is a minimum wage social justice or an economy breaker? Germany may now learn from its own experience.

Name _____



Minimum Wage in Germany

Questions

- _____ 1. The United States has had a set minimum wage since _____.
- A. 1776
 - B. 1938
 - C. 1854
 - D. 1998
- _____ 2. Throughout history, salaries in Germany included _____.
- A. agreements between unions and employers
 - B. a top amount for salaries
 - C. a minimum wage set in law
 - D. none of the above
- _____ 3. Which is an opinion?
- A. The chancellor of Germany proposed a minimum wage for certain jobs.
 - B. Ingrid is a hairdresser.
 - C. People are debating the pros and cons of a minimum wage.
 - D. The minimum wage will give Ingrid a good life
- _____ 4. Germany has a minimum wage of 2 euro.
- A. False
 - B. True
- _____ 5. Based on Hans' experience, where do you expect his view on minimum wage to fall?
- A. He probably has the same opinion as Ingrid.
 - B. He will most likely not support minimum wage since he enjoys his current lifestyle.
 - C. He will most likely support minimum wage to improve his lifestyle.
 - D. He probably wishes to share his salary with other employees at this company.
- _____ 6. The Social Democratic Party would like a nationwide minimum wage to begin at _____.
- A. 2 euro
 - B. 3 euro
 - C. 7.5 euro
 - D. 0 euro
- _____ 7. For those who opposed the minimum wage, they raise a concern of _____.
- A. higher executive salaries
 - B. increased profit opportunities
 - C. lost jobs
 - D. better living conditions

Name _____



Date _____

When Is Quitting Okay?

Written by Joyce Furstenuau

Danny wanted his mother to quit smoking. She started smoking when she was a teenager. He didn't like the way he felt breathing in her secondhand smoke after a car ride. Danny hated the smell of cigarettes on his clothes. He realized his mother was addicted to smoking. It would be very difficult for her to quit. Danny thought perhaps if his mother could stop smoking for just one day, she might be able to quit "cold turkey." ("Cold turkey" is the abrupt and complete withdrawal from any addictive substance.)

His class read about the Great American Smokeout Day held on the third Thursday in November. It is sponsored by the American Cancer Society to promote activities that help people quit smoking. There were even going to be free cold turkey sandwiches at a local sandwich shop for those who were trying to quit. The Cancer Society sponsored several events on that day geared to help people quit smoking.

Danny decided he would tell his mother about the Great American Smokeout.

"Mom, you've always told me that no one likes a quitter, but there is always an exception. No one likes a quitter....except when it's a smoker. There is a special day in November set aside to help you stop smoking. Do you think you could try to quit, at least on the day of the Smokeout?" he asked.

Answer the following questions before you finish the story.

1. Smoking causes lung cancer, heart disease, and respiratory problems. Why do you think people still smoke?

2. The nicotine found in cigarettes is what causes addiction. What you think an addiction is? Explain it using your own words.

Name _____



Date _____

When Is Quitting Okay?

3. Can you list at least three reasons besides health issues to quit smoking in your own words?

4. Why do you think it is important for smokers to quit for just twenty-four hours? Explain using your own words.

5. On the Great American Smokeout Day, there will be several thousand other quitters and volunteers cheering people on. Why do you think this extra support would be helpful? Explain in your own words.

6. What are some ways Danny can encourage his mother to quit smoking? Write at least two using your own words.

7. There are several ways people can quit smoking. One is "cold turkey," which is when someone simply stops suddenly and uses willpower to stop. Another is gradually tapering off, and a third is using a nicotine patch, which can be obtained through your doctor. Do you think there are any other ways to quit smoking? If so, explain your idea in your own words. If not, explain your reasoning in your own words.

Name _____



Date _____

When Is Quitting Okay?

8. Do you think Danny was successful in persuading his mother to quit smoking? Explain your answer using your own words.



Name _____

Sombreros

By Colleen Messina

Hats are used for many reasons. Some hats protect workers from injury. Hard hats are like that. They protect heads. Construction workers must wear them. Other hats protect workers from the sun. A sombrero is like that. A sombrero has a wide brim. The name may have come from the



Spanish word "sombra." This is the Spanish word for shadow. Sombreros are worn in hot places. The hat is often made from straw. It can also be made from velvet or felt. Mexican workers wore them. The wide brim protected the workers' heads, shoulders, and backs. The workers did not want to get sunburn. Sombreros were also worn by musicians. Mariachi musicians often wear these hats when they play. Their music is lively! People have fun listening to this music. Hats do different things. A sombrero can be used during work. It can also be worn during fun times!

Sombreros

Questions

- _____ 1. What kind of hat protects construction workers?
 - A. a ski cap
 - B. a hard hat
 - C. a sombrero
 - D. none of the above

- _____ 2. Sombreros are never made from velvet.
 - A. True
 - B. False
- _____ 3. Sombreros protected Mexican workers from getting which of the following?
 - A. sunburn
 - B. extra work
 - C. chicken pox
 - D. none of the above

4. What kind of musicians often wears sombreros?



Lewis Carroll

By Mary L. Bushong

If you have read conversations between a walrus and a carpenter, followed a girl named Alice down a rabbit hole, or battled a Jabberwocky late in the afternoon, you have read some of the works of Lewis Carroll. That was his pen name. His real name was Charles Lutwidge Dodgson.



Charles was born on January 27, 1832, in the small town of Daresbury, in Cheshire, England. He was the third child of eleven, and the oldest son of his parents, Jane Lutwidge and the Rev. Charles Dodgson. The community was isolated, so the children learned to entertain themselves with games. Charles was especially good at this. When he was 12, the family moved to Croft-on-Tees, Yorkshire.

He attended Richmond school for a year, but moved the following year to attend Rugby school from 1846-50. He hated those four years because he tended to be shy, and the bullies picked on him. He was also deaf in one ear as a result of an illness. After finally leaving Rugby, he was tutored at home by his father for several months. He enrolled as an undergraduate at Christ Church, Oxford, in January 1851.

Dodgson excelled in mathematics and classical studies. The following year, he was awarded the equivalent of a scholarship. Two years later he was first in his class for math, and the following year he was made a lecturer or teacher. He held this position until 1881.

The fellowship or scholarship that he held required that he not marry and that he take Holy Orders in the Church of England. He was ordained a deacon in December 1861, but he did not become a

priest. He was happier in his position at the college.

Dodgson found it easy to communicate with children. He felt free to entertain them with stories. He would sit and draw pictures to illustrate the wild stories he thought up as he spoke. On a picnic one day, he told the story about Alice's adventures underground. The children were so excited that they asked him to write it down. He did so, and added other adventures from other stories as well.

He gave the copy to Alice Liddell. George McDonald, a friend, saw the unfinished manuscript. He read it to his children, who loved the story about Alice. McDonald encouraged Dodgson to send it to a publisher. It was published as *Alice's Adventures in Wonderland* in 1865. The book had slow but increasing success. After a year, Dodgson was already working on a sequel, *Through the Looking-Glass and What Alice Found There*.

Writing wasn't Dodgson's only pastime. He had originally wanted to be a painter but didn't have the talent. Instead, he learned how to become a photographer. Many of his fine portraits survive and have been reproduced, such as the one of the poet Alfred, Lord Tennyson.

Dodgson used his pen name to publish nonacademic works, like humorous poems and his Alice books. He came up with it by translating his name into Latin, reversing the names and translating them back into English. His academic works on mathematics were published under his own name.

His humorous poems were gathered together and published as *The Hunting of the Snark* and *Rhyme? and Reason?*.

In his later years, Dodgson attempted to recapture the magic he had used to produce *Alice*. *Sylvie and Bruno* (1889) and *Sylvie and Bruno Concluded* (1893) were the result. These attempts are often considered "the most interesting failures in English literature."

He died in Guildford, Surrey, England, on January 14, 1898. Katharine Rivers, one of the children who enjoyed his stories, wrote this about Charles Dodgson:

I shall always remember his beautiful twinkling eyes, full of love and laughter, as he told us wonderful stories. And how Lewis Carroll loved the country, the woods, and the hay, and wove into his magic stories the flowers and animals we saw there! Sitting with his back to a big tree-trunk, with one of us on his knee - sometimes one on each

Name _____



knee - he would tell us for hours, stories. And every time he came, he had fresh adventures to relate.

What a fitting birthday tribute to one of the world's best-loved authors!

Lewis Carroll

Questions

- _____ 1. Lewis Carroll's real name was _____.
 - A. Charles Lutwidge Dodgson
 - B. George McDonald
 - C. Dodgson Guildford Surrey
 - D. Charles Liddell

- _____ 2. Dodgson's fellowship required that he remain unmarried.
 - A. false
 - B. true

- _____ 3. Which of these best summarized Dodgson's life?
 - A. Dodgson was a writer of humorous nonsense verse.
 - B. Dodgson was not only a writer but also a talented photographer and painter.
 - C. Dodgson was a shy man who enjoyed writing stories for children.

- _____ 4. Which of these was published first?
 - A. *Alice's Adventures in Wonderland*
 - B. *The Hunting of the Snark*
 - C. *Sylvie and Bruno*

- _____ 5. *Sylvie and Bruno* was one of Dodgson's best selling stories.
 - A. true
 - B. false

Name _____



Girls and Women in Education

By Sharon Fabian

Education makes our lives richer. It provides us with opportunities. So the amount that girls were allowed to participate in education is an important part of American history. Women's participation as teachers is an important part of history too.

In Colonial times, school was mainly for boys; it was usually taught by a young man, since parents felt that boys needed strict leadership. Girls' participation was often limited to filling in extra spaces in a class, maybe in summer school. More often, young girls were educated only in an early type of daycare called dame schools. A dame was a neighborhood lady who cared for children while she did her own housework. She may have used a colonial school supply called a hornbook (a wooden paddle with one sheet of paper attached, covered by a clear material made from horn) to teach her young students their ABC's, numbers, and prayers.

In the 19th century, more women became school teachers. These teachers were often very young women, even teenagers. Using simple materials like slates, chalk, and a few books, they taught boys and girls. Some of their students were older than they were. Usually, they taught for only a few years.

By about the 1840's, teaching had become a women's profession. Now people wanted a teacher who would nurture and support their children, not a strict school master. They felt that women were more suited to the job. By the 1850's nearly all teachers were women, especially in the elementary schools. Still, not all girls attended school, and schools still focused mainly on educating boys.

This began to change by the end of the 19th century when our country decided that all children should have free public education. However, it did not happen right away; at first, schools still focused



on the boys as they had in the past.

During the 20th century, the majority of children, both boys and girls, attended school regularly. The teaching profession continued to be made up mostly of women. Since the 1930's, about 70% of the teaching force has been women.

As girls took their place in public education, they found that they still had difficulty in certain areas. One of these areas was school sports. Another area was college.

School sports used to be mainly for boys. It took a federal law, Title IX, to open up school sports to girls as well. Title IX said that any school that received money from the federal government could not discriminate based on gender. If it provided boys' sports, it had to provide girls' sports too. These opportunities for girls to participate in school sports have led to more young American women than ever participating in the Olympics.

Title IX also opened up college programs to young women. It said that colleges that received money from the federal government could not discriminate based on gender. If a college provided medical degree programs, law programs, and other advanced degree programs for young men, then they must admit young women to the programs too.

Today girls and young women participate in public schools, private schools, school athletic programs, and all types of college degree programs. Groups such as the American Association of University Women work to correct inequalities that still exist, such as the shortage of athletic scholarships for young women. Young girls help to improve the role of women in education every time they do well in their classes and school activities. Young women who study to become teachers go on to advance women's role in education even more.



Name _____

Girls and Women in Education

Questions

- _____ 1. In colonial times, _____.
- A. many students received little schooling
 - B. all students graduated from college
 - C. all students graduated from high school
 - D. there were no schools
- _____ 2. In colonial times, _____.
- A. young men taught in schools mainly for boys
 - B. neighborhood women taught young children in their homes
 - C. young men taught neighborhood children in their home
 - D. both a and b
- _____ 3. In a dame school, children learned _____.
- A. ABC's
 - B. multiplication and division
 - C. history
 - D. all of the above
- _____ 4. Many women became teachers in the _____ century.
- A. 19th
 - B. 17th
 - C. 24th
 - D. 18th
- _____ 5. In the 1840's people preferred women as teachers, because they felt that women were more _____.
- A. educated
 - B. strict
 - C. nurturing
 - D. fair
- _____ 6. About 70% of teachers are women. This has been true since _____.
- A. colonial times
 - B. 1930's
 - C. 1840's
 - D. 2000
- _____ 7. The American Association of University Women works for _____.
- A. colleges for women only
 - B. fair treatment of female students
 - C. separate schools for boys and girls
 - D. a return to colonial style schools
- _____ 8. The fact that more American women than ever participate in the Olympics supports the idea that _____.
- A. Girls should play professional football
 - B. Title IX has been effective
 - C. Some sports are not safe for girls
 - D. Title IX was a failure

Name _____



Tavern Keeper

By Sharon Fabian

From the carved sign hanging out front to the conversation inside, a colonial tavern was an interesting place. A colonial tavern was part bar, part restaurant, part hotel, and part stable. It was also the place where meetings of all sorts and events like formal balls were held.

An important task for someone opening up a tavern would have been to have a sign made. Since many people in colonial times could not read, a sign with a picture was a necessity. Tavern signs were often carved from wood, but some were also painted on plaster or cast in metal. The sign indicated the name of the tavern. Some tavern names, such as The King's Arms, showed the tavern keeper's allegiance to England. Some, such as the Washington Tavern, showed the tavern keeper's American patriotism. Other names, such as the Goat and Compass or The Pig and Carrot are more of a mystery.

Inside the tavern, travelers and locals would all be made welcome. Travelers might want dinner and overnight accommodations, as well as place outside for their horse. Locals might just want a place to meet and socialize.

A typical tavern might have several small rooms and one large room on the main floor. There might be a parlor where lady travelers could rest and a taproom where beer and cider were served. The large room might have been used for elegant balls on special occasions. Upstairs, the tavern often had sleeping quarters. In the early days of colonial taverns, visitors might sleep four to a mattress in one big sleeping room. Later, private rooms were added to some taverns. Downstairs in the basement, or possibly in a separate building out back, would be the kitchen, as well as a place for the tavern workers to sleep. Behind the tavern, there was often a stable where travelers could rest their horses.

Smaller taverns only served beer and cider, but larger ones might have served wine and spirits as well. Taverns also served meals - breakfast, dinner, and supper.

A night's stay in a tavern in colonial times, including meals and a

stable for the traveler's horse, might cost about \$2.00. Here are the prices charged by one colonial tavern: Lodging - 12 cents, Breakfast - 37 cents, Dinner - 50 cents, Supper - 37 cents, Lodging for the horse - 50 cents.

Local townspeople often came to the tavern to talk and catch up on the news.

Some government leaders and businessmen conducted business over meetings at the tavern. Visitors to the tavern read local and foreign newspapers there.

Since the tavern sometimes had the only large meeting room in town, a variety of special events were held in the tavern. Colonial taverns hosted concerts and auctions among other activities.

The tavern keeper had to keep all of this running smoothly. He or she had to be a master of many trades. Most colonial taverns were kept by men, but not all. According to one estimate, a woman operated one of every five colonial taverns. Tavern keepers at that time were usually respected citizens of the community. Citizens wanted a tavern keeper who could prevent trouble and guarantee safety for the travelers staying there.

Whether it was the Raleigh Tavern in Williamsburg, the Man Full of Trouble Tavern on Philadelphia's waterfront, or the Pig and Carrot, managing a tavern was a busy and demanding job.

Tavern Keeper

Questions

- _____ 1. In colonial times, taverns were _____.
- popular meeting places
 - present only in Williamsburg and Philadelphia
 - present in only a few towns
 - not allowed
- _____ 2. A tavern sign told _____.
- whether the tavern was open or closed
 - the tavern's menu
 - the name of the tavern
 - whether the tavern had any vacancies

Name _____



- _____ 3. A tavern usually included _____.
- A. dining rooms for elegant meals and fast food service for quicker meals
 - B. one room
 - C. rooms for eating, drinking, and sleeping, and a place to stable horses
 - D. private sleeping rooms for each guest
- _____ 4. A tavern keeper _____.
- A. served drinks
 - B. served food
 - C. provided accommodations for travelers
 - D. all of the above
- _____ 5. According to the article, which of the following is true?
- A. Women could work in taverns but not be a tavern keeper.
 - B. Women were not allowed to be tavern keepers.
 - C. All tavern keepers were women.
 - D. Some tavern keepers were women.
- _____ 6. The cost of a meal in a colonial tavern was about _____.
- A. \$2.00
 - B. \$.50 or less
 - C. \$20.00
 - D. less than \$.01
- _____ 7. _____ would probably have been in the basement of the tavern.
- A. sleeping rooms
 - B. the taproom
 - C. the kitchen
 - D. stables
- _____ 8. The Pig and Carrot was a _____.
- A. drink
 - B. meal
 - C. tavern
 - D. none of the above

Name _____



"Tips of the Slung" - Having Fun with Spoonerisms

By Toni Lee Robinson

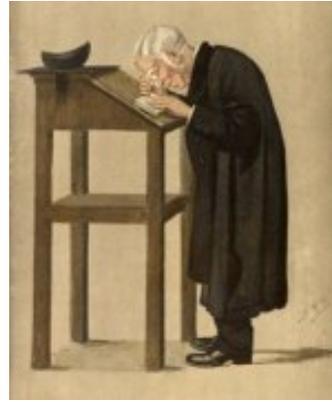
Have you ever said something and then realized your words came out just a little tangled up? Maybe you accused your little brother of "chipping through the flannels." Of course, you *meant* "flipping through the channels." A simple slip of the tongue. But now your little brother isn't just laughing at you; he's rolling on the floor and scaring the cat. How humiliating!

Don't feel too bad, though. Everyone, including your little brother, trips over his or her tongue once in a while. There is even a name for this kind of slip. The Greeks called it *metathesis*, which means to change the position of things.

These "tips of the slung" can involve just mixing up the first one or two letters of words (like "chipping the flannels" or telling Mom you don't want "keys and parrots" for dinner. It can also be getting syllables of words changed around. A radio announcer once introduced a U.S. president as Mr. "Hoobert Heever." (He meant Herbert Hoover.) It can even mean exchanging one word for another, as in an old joke about a bunch of cows. The cattle, it seems, were sent into orbit. After that, they were known as "the herd shot round the world."

In England in the 1800s, people loved word jokes like these. In that day, word play was a favorite sport. The champion word slayer (or slerd weigher) of all time was a man named William Spooner. He was born in 1844. Spooner was first a student, then a professor at Oxford. He was also an Anglican priest. Eventually, he became warden (head) of the college.

Rev. Spooner was a smart man though not a handsome one. He was an albino with pink-white skin. He had squinty eyes and terrible



eyesight. His head was over-large for his small body. Those who knew him described him as cheerful and kind. He had a fatherly manner with his students, but he wasn't a pushover. He could be very firm with those who strayed. A historian reported that Spooner "looked like a rabbit, but he was as brave as a lion. He was prepared at any moment to stand up to anybody."

Rev. Spooner was beloved by his students. He was known, however, for being a bit odd. It seemed as if the impulses inside his brilliant brain sometimes jumped the track. One example of this was his tendency to get his words jumbled. For a teacher/priest, this could be a serious problem. If someone like you gets a little mixed up, the worst that could happen is your little brother may laugh at you. When a preacher gets muddled, he could be facing a whole church full of snickers.

Picture a wedding in the chapel at Oxford College. It was a beautiful service. Everything had gone smoothly except for a slight hitch at the very end. Rev. Spooner had pronounced the couple man and wife. He beamed at the crowd. In a kindly voice he said to the nervous young man, "It is now kisstomary to cuss the bride." People began to titter. Before long, they were laughing out loud. Even the groom was chuckling. The slip-up had eased the young man's tension, but that didn't make Rev. Spooner feel any better.

Even when he wasn't preaching, attending church could be a hazard. One lovely Sunday morning, Rev. Spooner made his way to chapel. When he got to his usual seat, he was flustered to find an unknown lady sitting there. He begged her pardon and then said tactfully, "Madam, I'm afraid this pie is occu-pewed. May I sew you to another sheet?"

It was even worse when he made such blunders with students. One day the Reverend confronted an unruly pupil. Matters had gotten out of hand. Rev. Spooner knew he had to be firm with the boy. He hated to do it, but the student simply would not respond to kindness and was a bad example to others.

Looking the student straight in the eye, the Reverend said firmly, "Young man, you have hissed all my mystery lectures and were caught fighting a liar in the quad. You have tasted two worms!" (What he meant to say was "missed all my history lectures," "lighting a fire," and "wasted two terms.")

The verbal gaffes, of course, tickled his students immensely. They dubbed the "tongue blunders" Spoonerisms. The students were



Name _____

intently tuned in to anything the Reverend said, listening for the trademark slips. They even got together and invented Spoonerisms. Now no one is quite sure which ones Spooner really said and which ones the students made up.

Like Spooner's students, the whole world loves the goofy fun of Spoonerisms. We giggle at skewed words and phrases. Some favorites are "nosy cook" (cozy nook), "birthington's washday" (Washington's Birthday), and "pleating and humming" (heating and plumbing). My personal favorite is "hypodeemic nerdle" (hypodermic needle).

A few people have "Spoonerized" whole stories. Perhaps you've heard the classic tale of "Rindercella and the Pransome Hince," or "Beeping Sleauty." You haven't?? Hmmm... Maybe you have been leading a tuch moo-letered shife.

"Tips of the Slung" - Having Fun with Spoonerisms

Questions

1. Explain the meaning of the Greek word metathesis.

2. List the three different types of metathesis. Give examples. (Use those in the article or make up your own.)

_____ 3. Word play like Spoonerisms was a craze in England in _____.

- A. the days of King Arthur
- B. the year 2000
- C. the 1800s
- D. the time of WWII

4. Make a word picture of Rev. William Spooner. Describe his inner qualities as well as physical traits.

_____ 5. Lots of people heard Spooner's mixed up words because he was _____.

- A. a professor and a minister
- B. a telephone operator
- C. an actor on the stage
- D. a salesman

_____ 6. If a person made a gaffe, he/she would most likely feel _____.

- A. satisfied
- B. frightened
- C. embarrassed
- D. happy as a lark

7. Rev. Spooner was head of Oxford College during WWI. He was a patriotic man. As the war was nearing its end, he gave a speech in which he said "When our boys come home from France, we will have the hags flung out." What did he mean to say?

Name _____



Date _____

Reading Math

If 18 tons of gravel fit in each dump truck, how many dump trucks are needed to haul 250 tons of gravel all at once?

Noah wrote a division problem without using a division box or a division symbol. He divided 580 by 10 and got a quotient of _____. How did he write the problem?

Victoria needed to figure out how many fence posts she needed to put a fence around her dog run. The dog run was an odd shape, but it had straight sides of 50, 38, 15 and 22 feet. How many posts did she need if she wanted a post at least every 8 feet?

Steven found the sum of the first five even numbers and got a result of 20. What mistake must he have made?

Kevin cut a circle with a diameter of 20.5 inches out of a piece of poster board. On the poster board he wrote National Handwriting Day around the edge and in the center he drew a picture of a boy sitting at a desk writing a letter. What was the area of the poster board circle he used?

Mr. Bloop had a box of holiday cards to send to his friends. Three-fifths of the cards were already put in envelopes. What fraction of the cards were not yet in envelopes?