

Junior English

NTI Days Reading Packet Cover Sheet

Please use the following schedule for NTI Days:

Day 1- Read "Mending Wall" and do the questions over it.

Day 2- Read "A New Neighborhood Farmers Market" and do the questions over it.

Day 3- Read "Tomb Figures: Bactrian Camel and Central Asian Groom" and do the questions over it.

Day 4- Read "Foot Binding" and do the questions over it.

Day 5- Read "Ten Things You May Not Know About Martin Luther King, Jr." and do the questions over it.

Please contact me at school if you have any questions about your work:

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You have three days to turn in NTI Work from the day we return.

Mending Wall

by Robert Frost

Something there is that doesn't love a wall, That sends the frozen-ground-swell under it, And spills the upper boulders in the sun; And makes gaps even two can pass abreast. The work of hunters is another thing: I have come after them and made repair Where they have left not one stone on a stone, But they would have the rabbit out of hiding, To please the yelping dogs. The gaps I mean, No one has seen them made or heard them made, But at spring mending-time we find them there. I let my neighbor know beyond the hill; And on a day we meet to walk the line And set the wall between us once again. We keep the wall between us as we go. To each the boulders that have fallen to each. And some are loaves and some so nearly balls We have to use a spell to make them balance: "Stay where you are until our backs are turned!" We wear our fingers rough with handling them. Oh, just another kind of out-door game, One on a side, it comes to little more: There where it is we do not need the wall: He is all pine and I am apple orchard. My apple trees will never get across. And eat the cones under his pines, I tell him. He only says, "Good fences make good neighbors." Spring is the mischief in me, and I wonder if I could put a notion in his head: "Why do they make good neighbors? Isn't it where there are cows? But here there are no cows." Before I built a wall I'd ask to know What I was walling in or walling out, And to whom I was like to give offense. Something there is that doesn't love a wall, That wants it down." I could say "Elves" to him, But it's not elves exactly, and I'd rather He said it for himself. I see him there Bringing a stone grasped firmly by the top In each hand, like an old-stone savage armed. He moves in darkness as it seems to me, Not of woods only and the shade of trees. He will not go behind his father's saying, And he likes having thought of it so well He says again, "Good fences make good neighbors."	5 10 15 20 25 30 35 40 45
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Name: _____ Date: _____

- What does the speaker mean the neighbor to do?
 - to spill boulders in the sun
 - to give offense
 - to make gaps in a wall between them
 - to set a wall between them
- The poem describes a wall. How does the structure of the poem contribute to that description?
 - The lack of rhyme in the poem hints that elves may be responsible for knocking down the wall between the speaker and the speaker's neighbor.
 - The repetition of the phrase "Good fences make good neighbors" suggests that the speaker believes the saying to be true.
 - As one long block of text without any breaks between lines, the poem suggests the image of a wall.
 - The iambic pentameter establishes a quick, bouncing rhythm that emphasizes the poem's cheerful mood.
- Read this line from the poem: "Something there is that doesn't love a wall." What lines in the poem support this statement?
 - lines 5-9
 - lines 25-27
 - lines 2-4
 - lines 17-19
- What does the speaker's neighbor probably believe about good neighbors?
 - Good neighbors tell the truth, even when doing so is difficult.
 - Good neighbors are always willing to help and share with each other.
 - Good neighbors hunt rabbits and plant apple trees together.
 - Good neighbors keep a certain amount of distance from each other.

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5. What is a theme of the poem?

- A. the pleasure that an unexpected discovery can bring
- B. the unrealistic thinking of people who live in the country
- C. the nature of social relationships
- D. the hardships of old age

6. Read these lines from the poem:

There where it is we do not need the wall:

He is all pine and I am apple orchard.

My apple trees will never get across

25

And eat the cones under his pines, I tell him.

What is the meaning of line 24?

- A. The neighbor likes to eat pine nuts in the spring, while the speaker prefers to eat apples in the fall.
- B. The neighbor is a pine tree in the woods, while the speaker is an apple tree in an orchard.
- C. The neighbor is worried that the speaker's apple trees may trespass on his property.
- D. The neighbor's property is full of pine trees, while the speaker's property is full of apple trees.

7. Read lines 1 and 2 from the poem:

Something there is that doesn't love a wall,

That sends the frozen-ground-swell under it,

What does the word "it" refer to?

- A. "there" (line 1)
- B. "Something" (line 1)
- C. "the frozen-ground-swell" (line 2)
- D. "a wall" (line 1)

8. Who in this poem says, "Good fences make good neighbors"?

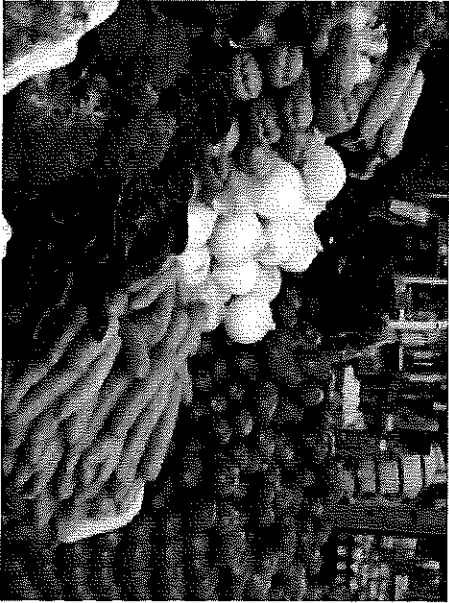
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9. Summarize the "notion" (line 29) that the speaker thinks about putting into the neighbor's head.

10. Does the speaker of the poem believe that "good fences make good neighbors"? Support your answer with evidence from the text.

A New Neighborhood Farmers Market

by ReadWorks



Across the street from a sandwich shop and a fried chicken joint, a greenmarket sprouts up every Wednesday in the Mott Haven section of the Bronx in New York City. The market is a welcome sight in an area that does not have many options for people to buy fresh fruit and vegetables.

"The lettuce is not as fresh at the grocery store; that's why I come here," said Jennifer Gillette as she paid for four heads of lettuce. Gillette is a vegetarian who lives in the neighborhood.

Mott Haven, a neighborhood in the South Bronx, is located in one of the poorest areas in the country. In other New York City neighborhoods greenmarkets are more common, but in the South Bronx there are not many places to buy healthy, organic food.

The summer of 2012 was the first time that the Youthmarket set up shop in this section of the Bronx, on 3rd Ave. between E. 148th and E. 149th Streets. The Youthmarket is part of a larger organization called GrowNYC, which helps make neighborhoods better by setting up farmers markets, community gardens, and recycling in the city.

Since opening in July 2012, the market has attracted a lot of attention from local residents who live in the area. Many people are excited that there is now a fresh produce market nearby.

When the wind shifts, the smell of cilantro floats across the sidewalk, calling attention to the bright red radishes, purple potatoes, and juicy plums. At the market you can also buy red and green peppers, mushrooms, squash, and apples. The food comes from nearby farms just outside the city limits.

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There is one whole table just for corn, which people buy in bulk, sometimes 10 or 15 ears at a time. Corn is the most popular item. The market sells 400 to 500 pounds of produce each Wednesday.

Ryan Morningstar, who helps run the Youthmarket, said that about 12 to 18 percent of the money they make comes from government assistance like food stamps. Food stamps help people buy food if they can't afford it themselves. On its opening day, the market made \$216.50 from food stamps alone, a record high for GrowNYC Youthmarkets across the city. The Mott Haven market makes a total of around \$700 a week.

"When you bring in fresh food, people want it," said Morningstar.

The market also accepts other government food assistance, such as the Farmers' Market Nutrition Program, which allows low-income residents to get "fresh, unprepared, locally grown fruits and vegetables," explains the United States Department of Agriculture's Food and Nutrition Services website.

Greysie Johnson's four-year-old daughter loves apples and bananas, but until recently Johnson wasn't using her government checks because she didn't know what they were for. She said that she started getting the checks in the mail, but since she didn't know what they were she didn't use them. Then she found out that the checks were like free coupons for her to buy fresh fruit and vegetables. She learned that once her daughter turns five years old, she will stop getting the checks. Johnson didn't want the money to go to waste, so she started using the checks to buy fresh vegetables and fruit for her daughter.

"It's an easier way to give her what she wants," said Johnson. When the checks stop coming, though, she said she will go back to shopping at grocery stores, where the vegetables and fruit are not as fresh and healthy.

Delphia Omborura, a hair stylist who works in the area, loves to shop at the farmers market in Mott Haven. On a Wednesday afternoon last September she bought four bushels of large red beets to juice in a blender at home. She said that beets are more expensive in a regular grocery store. Omborura had a water bottle filled with homemade beet juice in her purse.

Mamie Jackson also likes going to the farmers market. She said that she likes the fresh look of the produce at the market, which looks different from what the grocery stores sell.

"I'd rather wash the dirt off a cucumber," she said. "The ones at the grocery store are sprayed with a lot of stuff to make them look shiny."

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Name: _____ Date: _____

1. What kinds of food can people buy at the farmers market in the Mott Haven neighborhood?

- A. fried chicken and sandwiches
- B. hot dogs and hamburgers
- C. chicken and fish
- D. fruits and vegetables

2. What does this passage describe?

- A. This passage describes a grocery store where people can buy cheap organic food.
- B. This passage describes a market where people can buy fresh, healthy food.
- C. This passage describes a poor neighborhood in the South Bronx where it is dangerous to shop.
- D. This passage describes a man who uses food stamps from the government to buy apples.

3. Government assistance encourages some people to shop at the farmers market in Mott Haven.

What evidence from the passage supports this statement?

- A. Jennifer Gillette shops at the farmers market because the lettuce there is fresher than the lettuce at her grocery store.
- B. Greysie Johnson uses checks from the government to buy fruit and vegetables at the farmers market.
- C. Delphia Omborura buys bushels of large red beets at the farmers market to juice in a blender at home.
- D. Marnie Jackson likes the fresh look of produce at the market and washes dirt off the cucumbers she buys there.

4. Based on information in the passage, what is a reason that some people shop at the farmers market in Mott Haven?

- A. The fruits and vegetables at the farmers market are fresher than the fruits and vegetables at grocery stores.
- B. There are not enough grocery stores in the Mott Haven neighborhood to supply the people there with all the food they need.
- C. People in Mott Haven are tired of food from sandwich shops and fried chicken joints, so they are going to the farmers market instead.
- D. The produce from grocery stores in the Mott Haven neighborhood is making people sick, so they are looking for new places to shop.

5. What is this passage mainly about?

- A. food stamps and other government food assistance
- B. a vegetarian named Jennifer Gillette who likes fresh lettuce
- C. a farmers market in a neighborhood of New York City
- D. the health risks of eating fruit and vegetables from grocery stores

6. Read the following sentence: "Marnie Jackson also likes going to the farmers market. She said that she likes the fresh look of the **produce** at the market, which looks different from what the grocery stores sell."

What does the word **produce** mean in the sentence above?

- A. food that has been grown by farming
- B. items that have been made in factories
- C. meat or fish that has been cooked by a chef
- D. products that are built and sold in large numbers

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7. Choose the answer that best completes the sentence below.

The farmers market in Mott Haven sells several different kinds of vegetables, _____ lettuce, green pepper, and squash.

- A. instead
- B. consequently
- C. previously
- D. including

8. What is the Youthmarket?

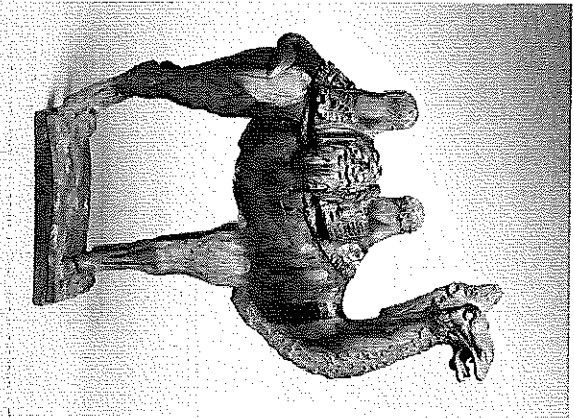
9. Name at least two reasons given by people in the passage for shopping at the Mott Haven farmers market instead of at a grocery store.

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10. Suppose that the Youthmarket set up a farmers market in another neighborhood where there was no farmers market before. Would people living in that neighborhood be likely to eat more fresh fruits and vegetables because of the farmers market? Explain why or why not, using evidence from the passage.

Tomb Figures: Bactrian Camel and Central Asian Groom

This text and images are provided courtesy of the Philadelphia Museum of Art.

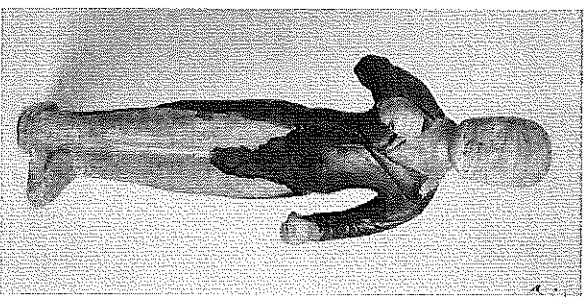


BACTRIAN CAMEL 618-907 (Tang Dynasty, 618-907) Earthenware with sancai (tricolor) glaze Height: 32 inches (81.3 cm)

These ceramic figures of a Bactrian camel and groom were made over one thousand years ago in China for the tombs of wealthy aristocrats or merchants. Objects such as these, along with figures of guardians, soldiers, and entertainers, were placed in tombs so that the spirit of the deceased person might have a rich and full afterlife similar to the life he or she had lived on earth. China was the eastern end of the Silk Route (also called the Silk Road), some five thousand miles of roads linking Asia, the Middle East, and Europe, along which traders exchanged not only goods and services but also customs and languages. Two-humped Bactrian camels were ideal for carrying the trade goods. Standing seven feet tall at the hump, they can carry great weight, walk on varied terrain with their large feet, and store fat in their humps, converting it to energy or water on long journeys. The unknown artists who made these sculptures filled them with a lively spirit. The camel twists its neck and opens its mouth to bray loudly. The groom raises his arm as if to control a stubborn camel with invisible reins. Attached to the camel's saddle you can see a water flask, a slab of smoked meat, and a saddlebag with a fringed guardian face. The figures were coated with cream, amber, and green glazes, which still shine brightly after a thousand years. The groom's face and legs were not glazed, but instead were originally painted with watercolors, which have faded away over time.

Camel: Philadelphia Museum of Art; Gift of Mrs. John Wintersteen, 1964-9-1

Groom: Philadelphia Museum of Art; Gift of Charles H. Ludington from the George Crafts Collection, 1923-21-12



CENTRAL ASIAN GROOM 618-907 (Tang Dynasty, 618-907) Earthenware with sancai (tricolor) glaze and traces of painted decoration on head Height: 17 inches (43.2 cm)

Name: _____ Date: _____

1. Where were these ceramic figures of a Bactrian camel and groom once placed?

- A. In the palaces of Chinese emperors
- B. In the huts of poor villagers
- C. In the tombs of wealthy aristocrats or merchants
- D. In the homes of wealthy aristocrats or merchants

2. What does the first paragraph of this text describe?

- A. the purpose or use of ceramic figures like the Bactrian camel and groom
- B. the importance of Bactrian camels and grooms in trade
- C. the method that was used to create the figures of the camel and groom
- D. the details that the artists included in the figures of the camel and groom

3. Read this sentence from the text.

"The unknown artists who made these sculptures filled them with a lively spirit."

What evidence from the sculptures supports this statement from the text?

- A. The camel and groom were coated with cream, amber, and green glaze.
- B. The camel twists its neck and opens its mouth, as if to bray loudly.
- C. The camel is standing on a mostly flat ceramic surface.
- D. The watercolors on the groom's face have faded away over time.

4. Read these sentences from the text.

"China was the eastern end of the Silk Route (also called the Silk Road), some five thousand miles of roads linking Asia, the Middle East, and Europe, along which traders exchanged not only goods and services but also customs and languages. Two-humped Bactrian camels were ideal for carrying the trade goods. Standing seven feet tall at the hump, they can carry great weight, walk on varied terrain with their large feet, and store fat in their humps, converting it to energy or water on long journeys."

Based on this evidence, what can you conclude about what Bactrian camels were used for?

- A. Bactrian camels were used to carry aristocrats from place to place.
- B. Bactrian camels were used to complete work around the house.
- C. Bactrian camels were used to fetch water for their grooms.
- D. Bactrian camels were used for carrying trade goods along the Silk Route.

5. What is this text mostly about?

- A. the role of grooms in Chinese society a thousand years ago
- B. the appearance and purpose of sculptures of a Bactrian camel and groom
- C. the importance of Bactrian camels in Chinese society today
- D. the methods used by ceramic sculptors in China a thousand years ago

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Tomb Figures: Bactrian Camel and Central Asian Groom - Comprehension Questions

6. Read these sentences from the text.

"The unknown artists who made these sculptures filled them with a lively spirit. The camel twists its neck and opens its mouth to bray loudly. The groom raises his arm as if to control a stubborn camel with invisible reins. Attached to the camel's saddle you can see a water flask, a slab of smoked meat, and a saddlebag with a fanged guardian face."

Why might the author of the text have described the sculptures in addition to providing pictures of them?

- A. to indicate that the author is also an experienced artist
- B. to point out that all camels are lively and stubborn creatures
- C. to provide an interpretation of the sculptures that differs from the unknown artist's interpretation
- D. to draw the reader's attention to important details in the sculptures

7. Choose the answer that best completes the sentence.

"Two-humped Bactrian camels can carry great weight, walk on varied terrain with their large feet, and store fat in their humps, converting it to energy or water on long journeys. _____, they were ideal for carrying trade goods."

- A. However
- B. Therefore
- C. Initially
- D. In contrast

8. What were two-humped Bactrian camels used for during the time of the Silk Route?

9. Ceramic figures like the Bactrian camel and groom were placed in the tombs of wealthy aristocrats and merchants in China. What purpose did these figures serve?

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Tomb Figures: Bactrian Camel and Central Asian Groom - Comprehension Questions

Support your answer with evidence from the text.

10. The sculptures of the camel and groom reveal that trade was important to the Chinese people over a thousand years ago.

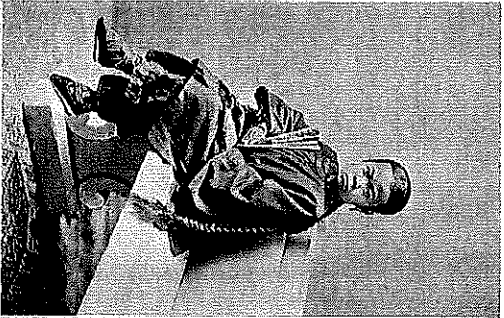
Support this statement using evidence from the text or images.

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Foot Binding

by ReadWorks



CHINESE GIRL WITH BOUND FEET.

Throughout history, women have felt the pressure to conform to their society's definition of beauty. Standards of beauty often reflect cultural values and beliefs, and women have gone to great lengths to meet these ideals. At times, women have had to take extreme measures to live up to these standards at the cost of their own well-being.

One of the most striking examples is the Chinese practice of foot binding. For centuries, small feet were considered very attractive and ladylike, and the Chinese believed they made a woman's movements more feminine and dainty. In order to attain such a coveted feature, it was common practice for young girls to break and bind their toes with the intention of shrinking their feet—a process that kept them in excruciating pain for months. Foot binding was practiced for over a millennium, until the Chinese government officially outlawed the practice in 1911.

According to the legend, foot binding began when an ancient Chinese emperor's dancer bound her feet to suggest the shape of a new moon or a flower. The emperor was impressed with her "lotus dance," and other women emulated the practice until it spread across the country. (Bound feet were

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also known as lotus flowers.)

Yet the Chinese foot binding tradition officially dates back to the Tang Dynasty. It gained popularity with the rise of neo-Confucianism and a hierarchical system of subservience. Scholars who reinterpreted ancient Confucian thought believed they discovered a "lost" philosophy focusing on nature, training the mind, and cultivating discipline. In neo-Confucianism, the subjects of a kingdom were expected to serve their rulers (who were considered mothers and fathers of the country) and in turn, wives were expected to defer to their husbands, sons to fathers, and the weak to the powerful.

Zhu Xi, an influential scholar of neo-Confucianism, contributed to the acceptance of foot binding in China. According to Zhu Xi, the practice reflected purity and discipline. He introduced it in Fujian as a way of spreading Chinese culture and teaching about the proper way for men and women to interact.

Another factor that led to the popularity of foot binding was women's decreased involvement in civic life during the Song dynasty between 960-1279. During this period, a woman's most important task was considered giving birth to sons. Women didn't participate in politics and were infrequently seen on the streets. In comparison with the previous Tang dynasty, some historians suggest that the diminished status of women during the Song Dynasty made foot binding more socially acceptable.

Binding usually began when a girl was between the ages of four and seven. First the foot was soaked in hot water and the toenails clipped. Then came the painful part: the four small toes were broken, and the foot was banded tightly with the toes turned under toward the bottom of the foot. (It was believed that young bones were soft, which is why binding started early.) In order for the girl to maintain her balance, the big toe was left unturned. Every few days, the foot was unwrapped and then wrapped again even tighter, until the foot shrank to about four inches long. The arches were also broken, which caused the foot to contract even more. The entire process could take three years or longer, and it was so debilitating that young girls from wealthy families would often receive a servant to care for her personal needs, carry her when her feet hurt, and look after her on sleepless nights when the pain was unbearable.

Foot binding wasn't just painful. It could also be dangerous. Complications included ulcerations and gangrene, and infections caused by ingrown toenails or lack of circulation from tight bindings. Sometimes toes even fell off, though this was considered a good thing because it meant the feet could be wrapped even tighter. Bound feet also had a foul odor and left many young women hardly able to walk. Sadly, it's estimated that up to 10 percent of girls died in the process of foot binding.

Even if mothers could have objected to putting their daughters through such a tremendously painful process, social pressure likely made them willing practitioners of foot binding. Virtuous women were prized according to the tenets of Neo-Confucianism, and foot binding was the ultimate symbol of a woman's purity and discipline. The ability to withstand foot binding reflected a woman's character, and her attractiveness was revealed not in her face or body, but in her feet. A girl learned that her family's reputation was linked to the binding of her feet early in life. In fact, the process was so crucial to a woman's status in China that a girl with natural, unbound feet had limited marriage prospects, while girls with tiny, well-bound feet increased their chances of marrying into a good family and moving up in society.

Although the practice was promoted as a way to increase health and fertility, foot binding was clearly detrimental to a woman's well-being. It greatly limited a woman's ability to walk, and some women became practically crippled. Bound feet forced women to hobble around and take extremely small

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Foot Binding

steps. Many men found this shuffling sort of walk very attractive. Yet as a result of their compromised feet, women rarely participated in social or political life, often becoming very dependent on their husbands and families. Even this was seen as a virtue, for a woman who stayed at home was considered chaste and faithful to her husband.

At first glance, foot binding might seem to contradict Confucian thought, which forbids body mutilation. However, since the feet were considered a sort of accessory, foot binding fell into a different category altogether. Ironically, a practice promoted to achieve the ultimate symbol of beauty grossly disfigured women's feet. The toes often became gnarled or fused together. Many men were unaware of the disfigurement caused by foot binding because women's feet were always carefully concealed. During the day, feet were covered in a binder, socks and shoes, sprayed with perfume and scented powder, and then hidden beneath leggings and skirts. At night women wore special slippers, even while sleeping. Women were expected to wash their feet in private and separately from the rest of their bodies.

Not all Chinese practiced foot binding. It was less common among peasants and in poor communities because women were needed to work in the fields. Mongols, Hakkas and Tibetans living in Chinese territory didn't bind their feet at all. In Manchuria province, foot binding was outlawed. Yet because the "hobble" associated with bound feet was considered attractive, a special type of "flower bow" shoe was invented in Manchuria to give women the same swaying small steps. The shoe sat on a high platform made of wood or had a small central pedestal.

By the 20th century, both native Chinese and Christian missionaries were calling the practice of foot binding into question. Anti-foot binding reformers created natural-foot societies for members who promised not to bind their daughter's feet, or not let their sons marry women with bound feet. Many women's rights groups attacked the practice because of the suffering it caused women. Educated Chinese felt that the practice made them seem uncivilized to the rest of the world. Yet even after the government banned the practice in the early 20th century, some girls continued to bind their feet because it was such a long-held status symbol and a way for a woman to marry into money.

Today, few women with bound feet are still alive. The tiny, intricately decorated special shoes made for bound feet will be all that remains of the painful practice.

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Foot Binding - Comprehension Questions

Name: _____ Date: _____

1. How did women in China bind their feet?

- A. They broke their toes and wrapped the feet tightly.
- B. They wrapped their toes together with bandages.
- C. They broke their big toe and wrapped it under the foot.
- D. They broke their toes and arches but did not wrap them.

2. What does the author mostly describe in the passage?

- A. the rising popularity of neo-Confucianism
- B. the practice of foot binding and its effects
- C. how the bones in feet naturally grow
- D. why women accept painful beauty procedures

3. In China, having bound feet was a marker of wealth and status. What evidence from the passage supports this conclusion?

- A. "Although the practice was promoted as a way to increase health and fertility, foot binding was clearly detrimental to a woman's well-being."
- B. "Virtuous women were prized according to the tenets of Neo-Confucianism, and foot binding was the ultimate symbol of a woman's purity and discipline."
- C. "According to the legend, foot binding began when an ancient Chinese emperor's dancer bound her feet to suggest the shape of a new moon or a flower."
- D. "Girls with tiny, well-bound feet increased their chances of marrying into a good family and moving up in society."

4. "During the day, feet were covered in a binder, socks and shoes, sprayed with perfume and scented powder, and then hidden beneath leggings and skirts. At night women wore special slippers, even while sleeping. Women were expected to wash their feet in private and separately from the rest of their bodies."

What is a probable reason for why women's feet always concealed?

- A. because women's feet were considered dirty
- B. because only a woman's husband could see her feet
- C. to preserve the illusion of ideal beauty
- D. because men did not like to look at feet

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5. What is this passage mostly about?

- A. foot binding in China
- B. neo-Confucianism
- C. standards of beauty
- D. women in ancient China

6. Read the following sentences: "[Foot binding] greatly limited a woman's ability to walk, and some women became practically crippled. Bound feet forced women to **hobble** around and take extremely small steps. Many men found this shuffling sort of walk very attractive."

What does "hobble" mean as used in this sentence?

- A. to walk quickly and purposefully
- B. to walk unsteadily or with difficulty
- C. to glide forward smoothly
- D. to move in a quick, jumping motion

7. Choose the answer that best completes the sentence below.

_____ foot binding was promoted as a way to achieve ideal beauty, in reality it horribly disfigured women's feet.

- A. In conclusion
- B. Initially
- C. For instance
- D. While

8. Describe the dangers to a woman's health that were associated with foot binding.

9. Explain how having tiny, bound feet affected a woman's reputation and social

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standing during the height of foot binding in China.

10. Explain why Chinese mothers allowed their daughters' feet to be bound despite the pain and the dangers to their daughters' health.

Ten Things You May Not Know About Martin Luther King Jr.

by Christopher Klein
This article is provided courtesy of History.com

Martin Luther King Jr. (1929-1968) was a Baptist minister and social activist who played a key role in the American civil rights movement from the mid-1950s until his assassination in 1968. Explore 10 surprising facts about the civil rights leader and 1964 Nobel Peace Prize winner.

1. King's birth name was Michael, not Martin.

The civil rights leader was born Michael King Jr. on January 15, 1929. In 1934, however, his father, a pastor at Atlanta's Ebenezer Baptist Church, traveled to Germany and became inspired by the Protestant Reformation leader Martin Luther. As a result, King Sr. changed his own name as well as that of his 5-year-old son.

2. King entered college at the age of 15.

King was such a gifted student that he skipped grades nine and 12 before enrolling in 1944 at Morehouse College, the alma mater of his father and maternal grandfather. Although he was the son, grandson and great-grandson of Baptist ministers, King did not intend to follow the family vocation until Morehouse president Benjamin E. Mays, a noted theologian, convinced him otherwise. King was ordained before graduating college with a degree in sociology.

3. King received his doctorate in systematic theology.

After earning a divinity degree from Pennsylvania's Crozer Theological Seminary, King attended graduate school at Boston University, where he received his Ph.D. degree in 1955. The title of his dissertation was "A Comparison of the Conceptions of God in the Thinking of Paul Tillich and Henry Nelson Wieman."

4. King's "I Have a Dream" speech was not his first at the Lincoln Memorial.

Six years before his iconic oration at the March on Washington, King was among the civil rights leaders who spoke in the shadow of the Great Emancipator during the Prayer Pilgrimage for Freedom on May 17, 1957. Before a crowd estimated at between 15,000 and 30,000, King delivered his first national address on the topic of "civil rights." His speech, in which he urged America to "give us the ball," drew strong reviews and positioned him at the forefront of the civil rights leadership.

5. King was jailed 29 times.

According to the King Center, the civil rights leader went to jail nearly 30 times. He was arrested for acts of civil disobedience and on trumped-up charges, such as when he was jailed in Montgomery, Alabama, in 1956 for driving 30 miles per hour in a 25-mile-per-hour zone.

6. King narrowly escaped an assassination attempt a decade before his death.

On September 20, 1958, King was in Harlem signing copies of his new book, "Stride Toward Freedom," in Blumstein's department store when he was approached by Izola Ware Curry. The woman asked if he was Martin Luther King Jr. After he said yes, Curry said, "I've been looking for you for five years," and she plunged a seven-inch letter opener into his chest. The tip of the blade came to rest alongside his aorta, and King underwent hours of delicate emergency surgery. Surgeons later told King that just one sneeze could have punctured the aorta and killed him. From his hospital bed where he convalesced for weeks, King issued a statement affirming his nonviolent principles and saying he felt no ill will toward his mentally ill attacker.

7. King's last public speech foretold his death.

King had come to Memphis in April 1968 to support the strike of the city's black garbage workers, and in a speech on the night before his assassination, he told an audience at Mason Temple Church: "Like anybody, I would like to live a long life. Longevity has its place. But I'm not concerned about that now ... I've seen the Promised Land. I may not get there with you. But I want you to know tonight, that we, as a people, will get to the Promised Land. And I'm happy tonight. I'm not worried about anything. I'm not fearing any man. Mine eyes have seen the glory of the coming of the Lord."

8. Members of King's family did not believe James Earl Ray acted alone.

Ray, a career criminal, pled guilty to King's assassination but later recanted. King's son Dexter met publicly with Ray in 1997 and argued for the case to be reopened. King's widow, Coretta, believed the Mafia and local, state and federal government agencies were deeply involved in the murder. She praised the result of a 1999 civil trial in which a Memphis jury decided the assassination was the result of a conspiracy and that Ray was set up to take the blame. A U.S. Department of Justice investigation released in 2000 reported no evidence of a conspiracy.

9. King's mother was also slain by a bullet.

On June 30, 1974, as 69-year-old Alberta Williams King played the organ at a Sunday service inside Ebenezer Baptist Church, Marcus Wayne Chenault Jr. rose from the front pew, drew two pistols and began to fire shots. One of the bullets struck and killed King, who died steps from where her son had preached nonviolence. The deranged gunman said that Christians were his enemy and that although he had received divine instructions to kill King's father, who was in the congregation, he killed King's mother instead because she was closer. The shooting also left a church deacon dead. Chenault received a death penalty sentence that was later changed to life imprisonment, in part due to the King family's opposition to capital punishment.

10. George Washington is the only other American to have had his birthday observed as a national holiday.

In 1983 President Ronald Reagan signed a bill that created a federal holiday to honor King. The holiday, first commemorated in 1986, is celebrated on the third Monday in January, close to the civil rights leader's January 15 birthday.

ReadWorks®

Ten Things You May Not Know About Martin Luther King Jr. - Comprehension Questions

Name: _____ Date: _____

1. Who was Martin Luther King Jr.?

- A. the Great Emancipator
- B. a social activist and civil rights leader
- C. a church organist
- D. the president of Morehouse College

2. What does the author list in this text?

- A. ten stories about the death of Martin Luther King Jr.
- B. ten speeches given by Martin Luther King Jr.
- C. ten surprising facts about Martin Luther King Jr.
- D. ten holidays honoring Martin Luther King Jr.

3. Martin Luther King Jr. was a Baptist minister who earned a doctorate in systematic theology. His father was a pastor who changed his son's name after becoming inspired by the Protestant Reformation leader Martin Luther. Based on this information, what can be concluded about the impact of religion in Martin Luther King Jr.'s life?

- A. Religion had a small impact on Martin Luther King Jr.'s life.
- B. Religion had no impact on Martin Luther King Jr.'s life.
- C. Religion had a big impact on Martin Luther King Jr.'s life.
- D. Religion's impact on Martin Luther King Jr.'s life changed greatly from time to time.

4. On several occasions, both King and his family were targeted by attackers who wished to do them harm. How might King have wanted people to react to these attackers?

- A. with hatred and violence
- B. with peace and understanding
- C. with apathy and indifference
- D. with caution and respect

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Ten Things You May Not Know About Martin Luther King Jr. - Comprehension Questions

5. What is this text mostly about?

- A. facts about Martin Luther King Jr.'s life the reader may not have known
- B. facts about Martin Luther King Jr.'s that most people know
- C. how religion impacted Martin Luther King Jr.'s social activism
- D. the relationship between Martin Luther King Jr. and his father

6. Read this sentence from the text:

"From his hospital bed where he convalesced for weeks, King issued a statement affirming his nonviolent principles and saying he felt no ill will toward his mentally ill attacker."

What might the word "affirming" mean here?

- A. improving
- B. denying
- C. confirming
- D. changing

7. Choose the answer that best completes the sentence:

_____ just one sneeze could have killed him, King felt no ill will toward his mentally ill attacker.

- A. Although
- B. Since
- C. Because
- D. Considering

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Ten Things You May Not Know About Martin Luther King Jr. - Comprehension Questions

8. What did King preach at Ebenezer Baptist Church?

9. What effect did the King family have on the fate of King's mother's killer?

10. Explain how Martin Luther King Jr. was similar to other members of his family. Support your answer with evidence from the text.

A. with his
B. with his
C. with his
D. with his

wished to do it
outdoors?

A. with his
B. with his
C. with his
D. with his

