

NAME _____

SCHOOL _____

Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.

Grade 5
Geography
Women's History Reading

Standards:

SS.5.G.1.4 Construct maps, charts, and graphs to display geographic information.

SS.5.G.1.6 Locate and identify states, capitals, and United States Territories on a map.

SS.5.G.4.1 Use geographic knowledge and skills when discussing current events.

SS.5.G.4.2 Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.

Florida Statutes (1003.42):

(q) The study of women's contributions to the United States.

Resources:
Worksheetswork.com
Readworks.org

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U.S. States & Capitals

Name: _____ Date: _____



Write the name of the capital for each state.

- | | | | |
|---------------------|-------|---------------------|-------|
| (1) Alabama | _____ | (2) Alaska | _____ |
| (3) Arizona | _____ | (4) Arkansas | _____ |
| (5) California | _____ | (6) Colorado | _____ |
| (7) Connecticut | _____ | (8) Delaware | _____ |
| (9) Florida | _____ | (10) Georgia | _____ |
| (11) Hawaii | _____ | (12) Idaho | _____ |
| (13) Illinois | _____ | (14) Indiana | _____ |
| (15) Iowa | _____ | (16) Kansas | _____ |
| (17) Kentucky | _____ | (18) Louisiana | _____ |
| (19) Maine | _____ | (20) Maryland | _____ |
| (21) Massachusetts | _____ | (22) Michigan | _____ |
| (23) Minnesota | _____ | (24) Mississippi | _____ |
| (25) Missouri | _____ | (26) Montana | _____ |
| (27) Nebraska | _____ | (28) Nevada | _____ |
| (29) New Hampshire | _____ | (30) New Jersey | _____ |
| (31) New Mexico | _____ | (32) New York | _____ |
| (33) North Carolina | _____ | (34) North Dakota | _____ |
| (35) Ohio | _____ | (36) Oklahoma | _____ |
| (37) Oregon | _____ | (38) Pennsylvania | _____ |
| (39) Rhode Island | _____ | (40) South Carolina | _____ |
| (41) South Dakota | _____ | (42) Tennessee | _____ |
| (43) Texas | _____ | (44) Utah | _____ |
| (45) Vermont | _____ | (46) Virginia | _____ |
| (47) Washington | _____ | (48) West Virginia | _____ |
| (49) Wisconsin | _____ | (50) Wyoming | _____ |

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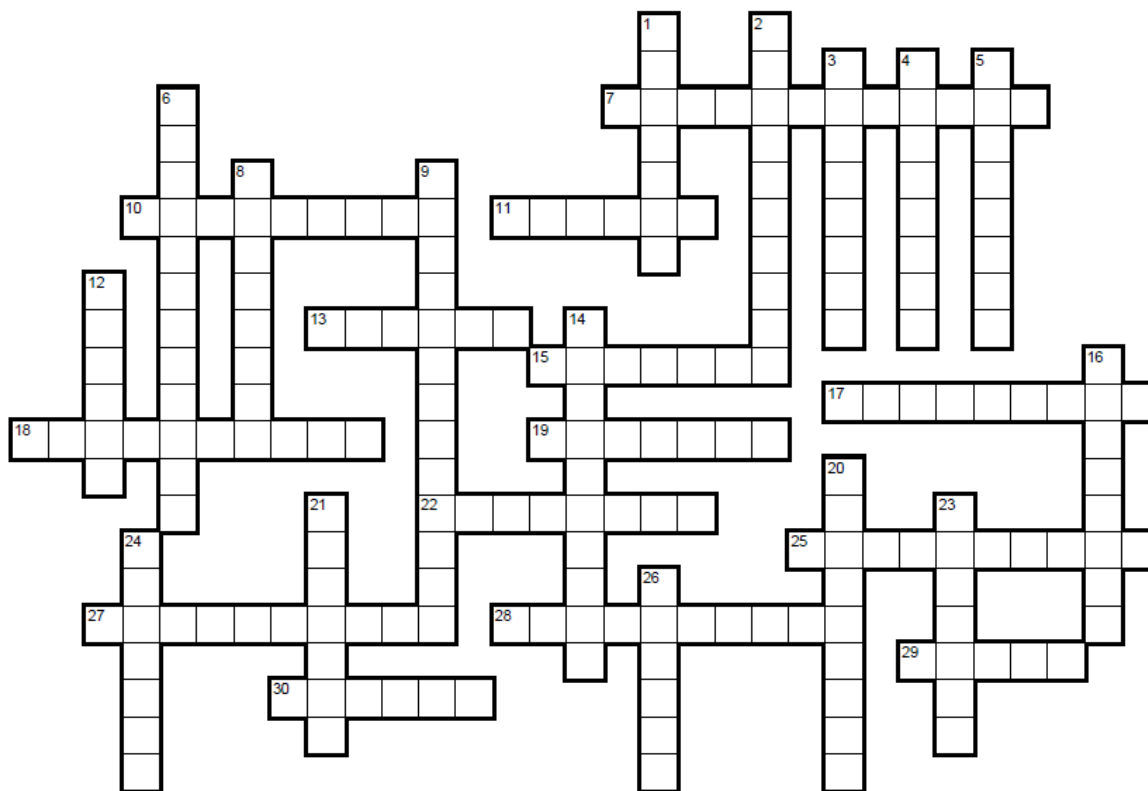


States & Capitals Crossword

Name: _____ Date: _____



Complete the crossword puzzle using the capitals for each state.



ACROSS

- 7. Indiana
- 10. Tennessee
- 11. Montana
- 13. Alaska
- 15. Wisconsin
- 17. Maryland
- 18. Rhode Island
- 19. New Jersey
- 22. South Carolina
- 25. Pennsylvania

- 27. Alabama
- 28. Arkansas
- 29. Idaho
- 30. South Dakota

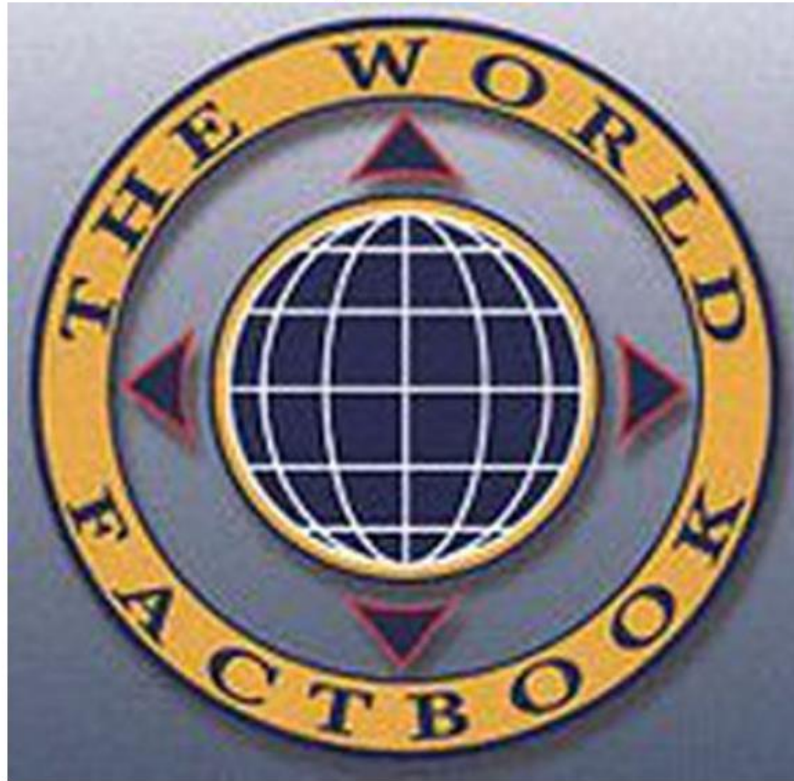
DOWN

- 1. Michigan
- 2. West Virginia
- 3. Connecticut
- 4. Ohio
- 5. Virginia

- 6. Oklahoma
- 8. Wyoming
- 9. Missouri
- 12. Massachusetts
- 14. California
- 16. North Dakota
- 20. Kentucky
- 21. Washington
- 23. Nebraska
- 24. Arizona
- 26. New York

North America - Comparing Data from Different Countries Around the World

by ReadWorks



logo of the CIA World Factbook, 2001

Source: World Bank and CIA World Fact Book

Country	Canada	United States of America	United Kingdom	Japan
Area - Total (km) ²	9,984,670	9,629,091	244,820	377,835
Area - Water (km) ²	891,163	470,131	3,230	3,019

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North America - Comparing Data from Different Countries Around the World

Coastline (km)	243,791	19,924	12,429	29,751
Population	34,482,779	311,591,917	62,641,000	127,817,277
Population Density (per km)	3.75	29.1	242.0	335.3
Population Growth Rate (per year)	0.784	0.899	0.553	-.077
Life Expectancy (years)	81.48	78.49	80.17	83.91
Percentage of Land that is Forest	54	30	10	67

ReadWorks® North America - Comparing Data from Different Countries Around the World - Comprehension Questions

Name: _____ Date: _____

1. What is data?

- A. The dates and time periods a study covers.
- B. A collection of basic facts, like those given in the chart.
- C. Numbers that can be used instead of dates on a calendar in Canada.
- D. When a girl asks a boy out on a date.

2. "Population density" means how many people, on average, live in each square kilometer (km²) of land. The bigger the number, the more "dense" the population is. This statistic comes from two other categories on the chart. The two categories it is made from are:

- A. Death rate and area of land
- B. Birth rate per thousand and the value of exports
- C. Population and population growth rate
- D. Population and Area -Total km²

3. In which country can you expect to live the longest?

- A. Japan
- B. United States
- C. United Kingdom
- D. Canada

4. California has a population of about 38,000,000. Which country shown on the chart has a population that is the closest in size to the state of California?

- A. Japan
- B. United States
- C. United Kingdom
- D. Canada

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ReadWorks® North America - Comparing Data from Different Countries Around the World - Comprehension Questions

5. Which country has the second-most coastline?

- A. Japan
- B. United States
- C. United Kingdom
- D. Canada

6. Why do you think the author put this information into a chart?

7. Which country in the chart has the highest population growth rate?

8. The question below is an incomplete sentence. Choose the word or phrase that best completes the sentence.

Canada has a lot of coastline _____ the United States.

- A. also
- B. in spite of
- C. compared to
- D. not including

Elizabeth Blackwell

by Noah Remnick



In the early 1800s, there were no women doctors in America. But there was a young woman with the dream of going to medical school and becoming one. Elizabeth Blackwell was born in 1821 in Bristol, England. At the time, not all children went to school. Children from poor families were often forced to work. Most families that could afford schooling generally educated their boys and girls separately. The girls learned to read and write, but quickly focused on embroidery, music and art, and some French. The boys were taught mathematics, Latin, and science, subjects generally considered too difficult and intellectual for girls.

But the Blackwell household was different. Samuel Blackwell owned a sugar refinery. He was a deeply religious man and believed that all people were created equally, no matter their color, wealth, or gender. He fought to abolish slavery and to establish fair conditions and wages for poor workers. And his nine sons and daughters received equally rigorous educations, studying side by side. People criticized the Blackwells for wasting such knowledge on girls, who would likely marry young, raise families of their own, and never have jobs. But Mr. Blackwell was proud of all his children.

When Elizabeth was 11 years old, her father announced that he was moving the family across the sea to

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Elizabeth Blackwell

America. He had grown weary of the religious and political intolerance in England. He wanted a new start and a bold adventure for himself, his wife, and his children. So the Blackwells packed up their house, bade farewell to friends, family, and colleagues, and set sail for New York City.

There, the family continued to be involved in trying to abolish slavery and to promote equal rights for all. The family eventually moved to Cincinnati, Ohio. Soon after, tragedy struck. Elizabeth's father very suddenly died from an illness, leaving behind a widow, nine children, and bills to pay. To make money, the Blackwell sisters turned to the thorough education their parents provided, and they began teaching.

Before teaching, Elizabeth thought about becoming a doctor, but she resisted the idea. She had always been uncomfortable, even queasy, when studying biology and the human body. Then one day a dying female friend made a suggestion that would change Elizabeth's life and open doors for generations of women to come. The woman said that she so wished her doctor had been a woman, who might have understood her illness better and been more compassionate. After Elizabeth listened to her friend's wish, Elizabeth was determined to become a doctor. But people discouraged her. They told her women could not endure the rigors of medical school or doctoring.

Elizabeth stayed determined. She took teaching positions in small towns, seeking out doctors who gave her medical lessons in her spare time. Elizabeth applied to several medical colleges, but they all rejected her. She applied to more medical schools, and then she was finally admitted to one.

Elizabeth was accepted to study medicine at Geneva Medical College in New York (it is now part of the Upstate Medical University). In the beginning, it was a difficult experience for Elizabeth. Many students, teachers, and townspeople opposed her. Elizabeth was not willing to let the opposition affect her studies. Eventually, most of the people supported her. Professors even reported that the general student behavior and attentiveness improved.

On January 23, 1849, Elizabeth Blackwell achieved her dream, when she became the first woman in America to graduate from medical school and become a doctor. She also ranked first in her class. When the dean handed Elizabeth her diploma, he turned to her and bowed in recognition of her groundbreaking achievement.

Name: _____ Date: _____

1. What was a job that no woman in America had in the early 1800s?
 - A. Being a teacher was a job that no woman in America had in the early 1800s.
 - B. Being a seamstress was a job that no woman in America had in the early 1800s.
 - C. Being a doctor was a job that no woman in America had in the early 1800s.
 - D. Being a nurse was a job that no woman in America had in the early 1800s.

2. The author contrasts the Blackwell family with other families. How was the Blackwell family different?
 - A. The boys and girls in the family received very little education.
 - B. The boys and girls in the family received an equally challenging education.
 - C. The boys in the family received a more challenging education than the girls did.
 - D. The girls in the family received a more challenging education than the boys did.

3. Elizabeth Blackwell showed determination when trying to become a doctor.

What evidence in the text supports this claim?

- A. "When Elizabeth was 11 years old, her father announced that he was moving the family across the sea to America. He had grown weary of the religious and political intolerance in England."
- B. "Elizabeth's father very suddenly died from an illness, leaving behind a widow, nine children, and bills to pay. To make money, the Blackwell sisters turned to the thorough education their parents provided, and they began teaching."
- C. "...one day a dying female friend made a suggestion that would change Elizabeth's life and open doors for generations of women to come. The woman said that she so wished her doctor had been a woman, who might have understood her illness better and been more compassionate."
- D. "Elizabeth applied to several medical colleges, but they all rejected her. She applied to more medical schools, and then she was finally admitted to one."

4. Read these sentences from the text:

"... Elizabeth was determined to become a doctor. But people discouraged her. They told her women could not endure the rigors of medical school or doctoring.

[...]

"Elizabeth was accepted to study medicine at Geneva Medical College in New York (it is now part of the Upstate Medical University). In the beginning, it was a difficult experience for Elizabeth. Many students, teachers, and townspeople opposed her."

Based on this evidence, why might many students, teachers, and townspeople have opposed Elizabeth?

- A. because they wanted her to be a nurse instead of a doctor
- B. because they wanted her to be a teacher instead of a doctor
- C. because they thought medical school was too easy for her
- D. because they thought medical school was too difficult for her

5. What is the main idea of this text?

- A. Elizabeth Blackwell was born in England at a time when children from poor families were often forced to work.
- B. Before teaching, Elizabeth Blackwell thought about becoming a doctor, but she had always been uncomfortable when studying biology and the human body.
- C. Elizabeth Blackwell, the first woman doctor in America, achieved her dream because of her determination.
- D. Many people opposed Elizabeth Blackwell's efforts to become a doctor, but she did not let their opposition affect her studies.

6. Read these sentences from the text:

"Samuel Blackwell ... believed that all people were created equally, no matter their color, wealth, or gender. He fought to abolish slavery and to establish fair conditions and wages for poor workers. And his nine sons and daughters received equally rigorous educations, studying side by side. People criticized the Blackwells for wasting such knowledge on girls, who would likely marry young, raise families of their own, and never have jobs. But Mr. Blackwell was proud of all his children."

Based on these sentences, what does the word "rigorous" mean?

- A. challenging and thorough
- B. quick and easy
- C. useless and wasteful
- D. unpleasant and painful

7. Read these sentences from the text:

On January 23, 1849, Elizabeth Blackwell achieved her dream, when she became the first woman in America to graduate from medical school and become a doctor. She also ranked first in her class.

How could the second sentence best be rewritten?

- A. Moreover, she ranked first in her class.
- B. On the other hand, she ranked first in her class.
- C. As a result, she ranked first in her class.
- D. Obviously, she ranked first in her class.

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8. How did many students and teachers at Elizabeth's medical school feel about her being there in the beginning?

9. How did most people at Elizabeth's medical school feel toward her by the time she graduated?

Support your answer with evidence from the text.

10. Why might people's feelings about Elizabeth becoming a doctor have changed?

Support your answer with evidence from the text.
