Learning Target

Understanding what characters are like, and why they act the way they do, can help you see how they drive what happens in a story.

Read  Characters are the people or animals in a story. When you read a story, think about what the characters say and do and why they act in certain ways.

Just like real people, characters have feelings. They have traits, or special qualities, such as courage, pride, or honesty. They also have motivations, or reasons for doing what they do. A character’s actions contribute, or add, to the sequence of events in a story. The sequence of events is everything that happens, in the order it happens. Each action changes the story and what happens next.

Read this cartoon and look for clues about what the giant is like.
Think  Look at the cartoon and then complete the chart below. Write one or two words that describe the giant’s traits, motivations, feelings, and actions.

### Traits
*(What the Giant Is Like)*

### Motivations
*(What the Giant Wants)*

### Feelings
*(How the Giant Feels)*

### Actions
*(What the Giant Does)*

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Talk  Think about what happens in the cartoon. How do the giant’s actions contribute to the sequence of events? What would have happened if the giant had not helped the climbers?

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**Academic Talk**

Use these words and phrase to talk about the text.

- characters
- traits
- contribute
- motivations
- sequence of events
Voting for Her Rights

by Winnie Lujack

1. Susan B. Anthony was about to do something dangerous. She stood before a group of women listening to her speak. “We must vote,” she told them. “We must all vote!”

2. The crowded room filled with noise as some women cheered and others began to argue. “We could be arrested!” one woman cried. It was true, because in 1872, only men had the right to vote.

3. Susan said, “We likely will be arrested and put on trial. But don’t you see, we have to do it! How else will we show how much we want our voting rights?”

4. Susan marched off the stage and led the women outside. Together they went to a polling place, where men were voting for president.

5. An election worker stopped Susan. “Madam,” he said, “I can’t let you vote.”

6. “But you must,” Susan replied. “The law says that all persons born in this country are citizens. And citizens are allowed to vote.”

7. The worker looked at the group of determined women and sighed. “Very well,” he said. Susan’s friends let out a cheer. Susan entered the voting booth and cast her vote. So did fifteen other women, including three of Susan’s sisters.

8. Two weeks later, Susan and the others were all arrested for voting. But Susan wasn’t about to give up her fight for women’s rights.

Close Reader Habits

Underline sentences that tell why Susan thought fighting for rights was important.
How do Susan’s traits, motivations, and feelings lead her to vote even though she knows she will be arrested?

Think

1. Complete the chart to tell what you know about Susan from the story.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Motivations</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

   Character
   Susan B. Anthony

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Actions</th>
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<td></td>
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</table>

Talk

2. Using the details from the chart, discuss the way Susan’s actions contribute to the sequence of events. If Susan had not led the other women, how would the story be different?

Write

3. **Short Response** Explain why Susan B. Anthony casts a vote even though she expects to be arrested. Use details from the text in your answer. Use the space provided on page 98 to write your answer.

   **HINT** Remember to look at what Susan says as well as what she does.
Long ago, Pandora and her brother Epi were playing outside when something strange fell out of the sky and landed at Epi’s feet. It was a small box that glowed green and purple! Epi eagerly bent down to pick it up, but Pandora held him back.

“Be careful,” she warned. “I had a dream about a box like this one. In the dream, an old man warned me not to open it.”

“Aw, come on, Pandora,” Epi pleaded. “How much danger could there be in one little box? Besides, I bet there’s treasure inside. I want to find out!”

“It’s better to be safe than sorry,” Pandora warned. “Let’s go home right now—and leave the box behind.”

But as soon as Pandora turned to leave, Epi quickly opened the box. Suddenly, the sky was filled with little stinging creatures. He slammed the box shut and started swatting at them. Pandora swung around in horror.

“Oh, Epi, what have you done?” she cried out. After a short time, however, the little creatures flew off in all directions. Only then did Epi and Pandora hear a little voice coming from the closed box.

“Don’t be afraid,” the voice whispered. “I’m here to help you.”

Pandora thought carefully for a moment. Then she slowly opened the box. A tiny green and purple fairy flew out.

“I am Hope,” the fairy said. “You let all the troubles of the world out of this box, but I was put in the box to comfort the world. I will be with you always.”

Epi felt sad that he hadn’t listened to his sister. “Don’t worry, Epi,” she said kindly. “At least we have Hope.”
Think

1. At the beginning of the story, why does Epi want to open the box?
   - A. He is curious to find out if the box is filled with treasure.
   - B. He believes that the warning in Pandora’s dream is only for her.
   - C. He doesn’t care if something bad happens when he opens the box.
   - D. He knows that a green and purple fairy lives in the box.

2. Epi and Pandora each open the box. How do their actions change the story? Put an X by the **two** items that tell about the changes.
   - __ “Let’s go home right now—’”
   - __ “You let all the troubles of the world out of this box . . .”’
   - __ “. . . an old man warned me not to open it.’”
   - __ “I bet there’s treasure inside.’”
   - __ “[Hope said,] ‘I will be with you always.’”
   - __ “. . . something strange fell out of the sky . . .”

Talk

3. Talk about what Epi did and how his actions affected the events in the story.

Write

4. **Short Response** Contrast the characters in the story. Tell what Pandora and Epi do and say that show how they are different. Use the space provided on page 99 to write your answer.

**HINT** How does each character act when the box first appears?
Write  Use the space below to write your answer to the question on page 95.

**Voting for Her Rights**

3 Short Response  Explain why Susan B. Anthony casts a vote even though she expects to be arrested. Use details from the text in your answer.

HINT Remember to look at what Susan says as well as what she does.

Don’t forget to check your writing.
Short Response  Contrast the characters in the story. Tell what Pandora and Epi do and say that show how they are different.

HINT How does each character act when the box first appears?

Check Your Writing

☐ Did you read the prompt carefully?
☐ Did you put the prompt in your own words?
☐ Did you use the best evidence from the text to support your ideas?
☐ Are your ideas clearly organized?
☐ Did you write in clear and complete sentences?
☐ Did you check your spelling and punctuation?
Eleven-year-old Princess Cleopatra sailed the Nile River on the royal barge. Her father, the king of Egypt, played his flute.

They were sailing from their palace in Alexandria to cities along the Nile. The king would often lead important ceremonies.

Cleopatra watched for slithering crocodiles and yawning hippos. Sometimes she would catch a glimpse of a Sacred Ibis bird tiptoeing along the marshy banks.

As the royal barge sailed, people crowded the banks, hoping to see the princess and her father. They sang and chanted and threw flowers. But it bothered Cleopatra that she could not understand what they said.

Her father explained that the people of Egypt spoke Egyptian, while Cleopatra’s family spoke Greek.
6 But her father was the ruler of Egypt! Why didn’t he and his family speak the native language?

7 They could thank their ancestors for that, the king said. The royal family traced its history back 250 years to the time of the Greek conqueror Alexander the Great. Alexander had conquered Egypt. When he died, his Greek general, Ptolemy, took over. Ever since, all of the rulers of Egypt had spoken Greek.

8 Once back at home, Cleopatra insisted on learning the Egyptian language. She believed that a ruler should know her people. And that meant knowing their words.

9 Cleopatra studied hard and soon learned to speak Egyptian. But she didn’t stop there. She also learned Hebrew, Aramaic, Persian, Latin, and some African dialects. She loved learning and excelled in math and science, too.

10 Later, when she ruled as queen, one of her first acts was to visit the city of Memphis for an important religious ceremony. This time, she spoke to the people in Egyptian. The people loved her for learning their language. She showed them respect and honor in many other ways, too.

11 Cleopatra is remembered as a brilliant queen. She was the only Egyptian ruler in hundreds of years to learn the language of her people.
Think  Use what you learned from reading the selection to respond to these questions.

1  This question has two parts. First, answer Part A. Then answer Part B.

Part A
What does Cleopatra find out about herself after she learns to speak Egyptian?
- A  Speaking Egyptian helps her understand her religion better.
- B  She no longer thinks her father is a good king.
- C  Her family’s old language no longer sounds right.
- D  She realizes she has a love for learning.

Part B
Choose two details from the story that support the answer to Part A.
- A  “She also learned Hebrew, Aramaic, Persian, Latin, and some African dialects.”
- B  “They sang and chanted and threw flowers.”
- C  “But it bothered Cleopatra that she could not understand what they said.”
- D  “Ever since, all of the rulers of Egypt had spoken Greek.”
- E  “She loved learning and excelled in math and science, too.”

2  Why doesn’t Cleopatra’s father speak Egyptian?
- A  Rulers of Egypt had spoken Greek for 250 years.
- B  Alexander the Great had banned the teaching of Egyptian.
- C  The king is more interested in playing the flute than learning a new language.
- D  Cleopatra’s father and the Greek general Ptolemy had agreed not to speak Egyptian.
3 Which sentence **best** explains why Cleopatra wants to learn to speak Egyptian?

A She hopes it will help her with her studies of math and science.
B She sees the love the people show for her father and for her.
C Her father explains the history of her family’s language.
D She believes that as a ruler of Egypt, she should know Egyptian.

4 This question has two parts. First, answer Part A. Then answer Part B.

Part A
Which words **best** describe Cleopatra?

A frightened and weak
B spoiled and happy
C thoughtful and caring
D silly and careless

Part B
Which sentence from the story supports the answer to Part A?

A “As the royal barge sailed, people crowded the banks, hoping to see the princess and her father.”
B “She believed that a ruler should know her people.”
C “She loved learning and excelled in math and science, too.”
D “Cleopatra is remembered as a brilliant queen.”
5 Read these sentences from paragraph 6 of the story.

But her father was the ruler of Egypt! Why didn’t he and his family speak the native language?

What does *native* mean in this context?

A foreign  
B difficult  
C local  
D ancient

6 Complete the chart. Base your answers on details from the story.

**Character**

*Cleopatra*

**Traits**

**Actions**
Write

7 Short Response  The author shows that Cleopatra was a curious person. Explain how we can tell that Cleopatra was curious. Use two details from the story to support your response.

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Learning Target

Now that you’ve practiced describing characters, write about how characters’ actions drive what happens in a story.

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