

Read the story "School Days." Then answer Numbers 1 through 10.

School Days

"Is that really Mrs. Dorr?" whispered Penny.

"I think so, but I'm not sure," said Kim.

The girls were walking toward the new schoolhouse. The building looked new, but it was really 100 years old. The schoolhouse had been rescued and fixed up by the town the past spring.

"Come along, students," said Mrs. Dorr. "Ladies line up here on my left. Gentlemen line up on my right. That's right, shortest to tallest."

The students were puzzled, but they did as they were told. The old schoolhouse was now part of their history lessons. Their teacher, Mrs. Dorr had said, "After lunch, we'll meet at the old schoolhouse." Now she stood before them wearing a strange costume. Her long brown hair was tucked under a gray curly wig. She had changed out of her pants and shirt. She wore a long-sleeved white blouse and a long dark skirt. Her eyes sparkled behind tiny, round eyeglasses.



Mrs. Dorr inspected the students' hands. "We have to keep our books in good condition," she said. "Your hands and fingernails must be clean." Mrs. Dorr stopped when she got to Kim. "There's some color on those nails," she said. "Are you feeling okay?" Kim explained that it was just fingernail polish. "I don't know what that is," said Mrs. Dorr. "This is 1864, and we don't have that."

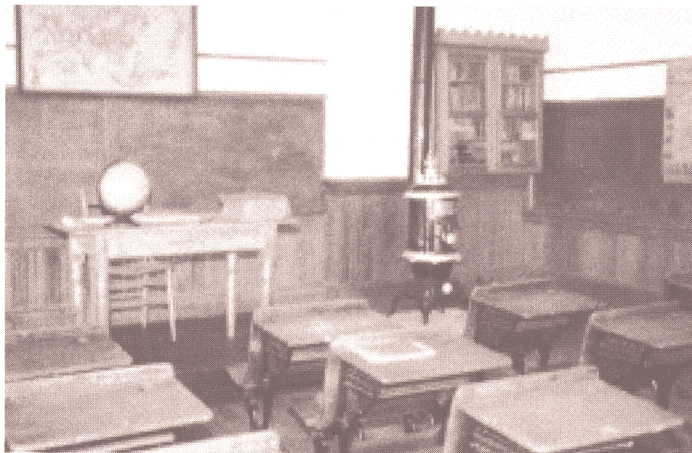
Mrs. Dorr told the students that in the future they must wash up before they got into line. She showed them where they could do that. She also pointed out a water bucket and a dipper. The students would use these if they got thirsty.

Inside the classroom were old-style desks. Each desk had a little bottle of ink and a pen called a quill. At the front of the room was

a large black chalkboard. On one side was a potbellied stove. On the other side hung an American flag. A picture of Abraham Lincoln hung on the wall.

The students filed into the classroom and started taking their seats. Right away, Mrs. Dorr began tapping her long pointing stick in dismay. "You must remain standing until everyone is here," she explained.

When the time was right, Mrs. Dorr straightened up and said, "Good afternoon, class." The students answered together, but Mrs. Dorr just shook her head. "What happened at lunch?" she asked. "Did you leave your manners behind?" She then began the first history lesson. It was about how proper boys and girls greeted their elders.



NAME _____

Date _____

- 1** The author probably wrote this story to
 - A. make the reader aware of what a good teacher Mrs. Dorr is.
 - B. persuade the reader that the best way to teach history is to create activities that help students live history.
 - C. explain what school was like long ago by telling a story that would entertain the reader.
 - D. show the difference between school long ago and school today.

- 2** What is Kim unsure about at the beginning of the story?
 - A. where they are supposed to go after lunch
 - B. when the schoolhouse had been rescued
 - C. why they are meeting in front of the schoolhouse
 - D. who the lady in the old-fashioned costume is

- 3** How is the old schoolhouse being used?
 - A. to teach students about history
 - B. to give students a place to play during lunch
 - C. to show students how to fix things
 - D. to give new teachers a place to practice teaching

NAME _____

Date _____

4 Read this sentence from the story.

Right away, Mrs. Dorr began tapping her long pointing stick in dismay.

The word *dismay* means that Mrs. Dorr was

- A. confused.
- B. disappointed.
- C. excited.
- D. pleased.

5 Describe what it is like inside the old schoolhouse. Use information and details provided in the story to help you write your answer.

Lesson **60** *Comprehension Practice*

NAME _____

Date _____

- 6** Why does Mrs. Dorr ask Kim if she is feeling okay?
- A. Kim does not look like she feels well.
 - B. Kim is whispering to her friend Penny.
 - C. Kim's fingernails are colored.
 - D. Kim accidentally gets in the wrong line.
- 7** RIGHT BEFORE the students go into the schoolhouse, they have to
- A. greet their teacher properly.
 - B. get into two separate lines.
 - C. wash their hands in the basin.
 - D. make sure they have their books.
- 8** If the story continued, a lesson the students would have to learn would probably be
- A. where to wash their hands.
 - B. who their teacher is.
 - C. why the schoolhouse was saved.
 - D. how to use a quill pen.
- 9** You can tell that the old schoolhouse
- A. uses electricity today.
 - B. cost very little to rebuild.
 - C. is near the regular school.
 - D. has a big front porch.

