Answer Key

UNIT 1 (pages 1–19)

Comprehension Questions:
1. The largest minority in the United States is the Spanish-speaking minority.
2. The areas growing the fastest for minority groups are the states of Nevada, Washington, Oregon, Massachusetts, Virginia, North Carolina, and Florida.
3. The salad bowl or stew is used to describe the U.S. because many different cultures are able to maintain their distinctiveness while embracing some common cultural values.
4. The U.S. American culture is becoming more diverse with people from many different cultures coming to the U.S. and bringing their own cultural traditions and customs with them.

Vocabulary Exercise:

Tonu’s Story
Comprehension Questions:
1. Tonu is originally from Estonia.
2. He lived in the United States for 14 years before he became a U.S. citizen.
3. He misses foods, high school friends, and long summer days in his home country.
4. He would miss crossing the Mississippi River and his cat’s greeting when he gets home.
5. For Tonu, his home is the United States because that’s where his family is and where his memories are.

Vocabulary Exercise:

Viviana’s Story
Comprehension Questions:
1. Smiles made Viviana happy.
2. Viviana learned the power of a smile from the grandfather.
3. People usually smile back at Viviana when she smiles at them.
4. Viviana believes that the most important thing about smiling is the effect it has on others and oneself.
UNIT 2 (pages 20–32)

Comprehension Questions:
1. Values that are important to many Americans include individualism, freedom, materialism, and hard work.
2. History and religious beliefs influence these values.

Vocabulary Exercise:

Matt’s Story

Comprehension Questions:
1. Matt’s ancestors are originally from Nova Scotia.
2. Matt describes Americans as hardworking, self-sufficient, deeply spiritual, and independent.
3. The result of freedom in the U.S., according to Matt, is a strong-willed attitude that helps immigrants hold onto their own culture, and that makes Americans fight for others’ freedom and to work to end slavery in Sudan and disease in Kenya.
4. Matt believes personal freedom is important because each person has the right to believe in whatever he or she wishes.
5. Matt thinks it’s OK for others to express their opinions because if anyone’s freedom is limited, then everyone’s freedom is.

Reading Comprehension:

UNIT 3 (pages 33–47)

Kate’s Story

Comprehension Questions:
1. Kate received a pearl necklace, an old car, and a certificate for a car repair class.
2. Kate celebrated her birthday with a party.
3. Birthdays were usually celebrated by going out to eat at a restaurant, with a cake and with presents.
4. Kate learned to change the oil in her car, change the tires on her car, and generally more about how to fix a car. This is an example of the value many Americans put on being independent and in learning to do things yourself.
Reading Comprehension:

Vocabulary Exercise:

Maria’s Story
Comprehension Questions:
1. Maria lived in an apartment when she was a little girl.
2. Maria’s grandmother worked in a grand hotel called The Plaza.
3. Maria went to visit the hotel one year at Easter.
4. Maria bought a new spring coat, shoes, and white gloves.
5. The housekeeper gave Maria some juice and cookies.
6. Maria’s grandmother taught her the importance of hard work and pride in a job well done.

Vocabulary Exercise:

UNIT 4 (pages 48–60)
Lawrence’s Story
Comprehension Questions:
1. Lawrence’s dad was a lawyer and he delivered medication.
2. Lawrence would go with his father on the weekends to deliver medication.
3. Lawrence and his dad would talk about problems at school or in the neighborhood.
4. Lawrence’s dad taught him that class has nothing to do with money and that it’s important to treat people with respect.

Reading Comprehension:

Vocabulary Exercise:

Julu’s Story
Comprehension Questions:
1. Julu is originally from China; she left there to go to school in the U.S.
2. Julu is married to an American, and she has a career in the technology field.
3. Yes, Julu is a U.S. citizen.
4. Julu like that in the U.S. you are free to express personal opinions, that there are opportunities to work toward and achieve your dreams; she dislikes having to put up with others’ opinions and politics.
5. According to Julu, the U.S. is a land for those who are willing to work hard, to succeed, and to make a better life.

Reading Comprehension:

Vocabulary Exercise:

UNIT 5 (pages 61–73)

Helen’s Story
Comprehension Questions:
1. Helen’s family would make apple butter every fall.
2. Helen’s neighbors would help her family make apple butter.
3. Helen’s family would make apple butter in a big copper kettle, after cutting and grinding the apples. The apple butter had to be cooked over a hot fire and stirred all the time.
4. Helen had four brothers.
5. Helen would eat apple butter every day at lunch.
6. Helen’s family would store the leftover cider in barrels.

Vocabulary Exercise:

Megan’s Story
Comprehension Questions:
1. Megan likes the beauty of West Virginia, as well as the people and communities.
2. The nickname for West Virginia is the Mountain State.
3. Many families in West Virginia live in small mountain towns.
4. People in West Virginia work as miners, bankers, steelworkers, teachers, and stay-at-home moms.
5. Megan believes that the future of West Virginia is the people.

Vocabulary Exercise:

UNIT 6 (pages 74–86)

Kay’s Story
Comprehension Questions:
1. Kay was born in Virginia.
2. Kay’s father worked at a pharmaceutical company, and Kay’s mother was a seamstress.
3. Kay helped her parents in the garden and with home chores when she was growing up.
4. Kay’s goal in life was to serve God by helping people.
5. Kay married a pastor.

Reading Comprehension:

Vocabulary Exercise:

Kim’s Story
Comprehension Questions:
1. Kim is a Muslim, African American woman with a multicultural family.
2. Kim’s religion as a child was Christianity (Baptist).
3. Kim’s religion now is Islam.
4. Kim’s family members are from African American, white, Mexican, and Middle Eastern backgrounds.
5. Kim used to work at two jobs where some of her co-workers were uncomfortable with her being Muslim. Now she works at a university.
6. Kim believes that people should never stop learning and should never give up on themselves or others.

Vocabulary Exercise:

UNIT 7 (pages 87–99)

Becky’s Story
Comprehension Questions:
1. Becky grew up in a small farming community in South Alabama.
2. Becky had four siblings.
3. Becky had to work hard when she was growing up—in the fields and sharing chores.
4. Becky’s father taught her to work hard and not to be wasteful.

Reading Comprehension:

Vocabulary Exercise:

Steve’s Story
Comprehension Questions:
1. Every September in Mississippi, high school football is played on Friday nights.
2. In the early 1970s, there was forced integration of the public schools, which brought white and black students together.
3. Forced integration brought white and black students together.
4. According to Steve, what is important in football is that everyone plays together.
5. Football players working together as a team give Steve hope for the future.
6. We can learn that all people have common goals and need to work together in all that we do.

Reading Comprehension:

Vocabulary Exercise:

UNIT 8 (pages 100–12)

Stephen’s Story
Comprehension Questions:
1. Stephen is chief executive officer of a trucking company.
2. He was born in Brooklyn, New York.
3. His father was a taxi driver.
4. His parents died.
5. Stephen’s mother gave him the gift of realizing that all God gave us in life is time.
6. Time is important to Stephen and he suggests that it is important to use time wisely.

Vocabulary Exercise:

Shirley’s Story
Comprehension Questions:
1. Shirley’s school was a one-room school house with all the children together and with one teacher.
2. Shirley got books from the “Book Mobile,” a truck with book that visited her school.
3. Shirley got reading achievement certificates after reading books.
4. Shirley and her family went to church for social gatherings.

Reading Comprehension:

Vocabulary Exercise:
UNIT 9 (pages 113–23)

Hannah’s Story
Comprehension Questions:
1. Hannah celebrated holidays at her grandparents’ house.
2. Hannah has “tons” of cousins.
3. Hannah’s grandparents are Christian.
4. Hannah’s life was changed by her family’s influence and in attending church.
5. Hannah’s family makes her happy.

Vocabulary Exercise

Amber’s Story
Reading Comprehension:
1. Amber’s home life was difficult because her parents fought with each other often.
2. In high school, Amber had a part-time job, played sports, and got good grades.
3. Due to her parents’ fighting with each other, Amber found it difficult to focus on her studies.
4. Amber decided to move in with her relatives so she could focus more on her schoolwork.
5. Now, Amber is married, owns her own home, has a career with a major insurance company, and is expecting her first child.

Vocabulary Exercise

UNIT 10 Pages 124–36)

Edith’s Story
Comprehension Questions:
1. Edith lived on a farm.
2. Edith had to milk the cows, separate the milk and cream, and feed the farm animals.
3. In the summer was harvest time, gardening, and canning fruit and vegetables for the winter. The winter time was butchering time.
4. For fun, Edith and her family would play outdoor games and go on picnics in the summertime. In the wintertime, they would play table games.
5. Religion was very important in Edith’s life—on Sunday she and her family had worship and actively participated in their church.

Reading Comprehension:
A-Jamal’s Story
Comprehension Questions:
1. A-Jamal experienced poverty and prejudice growing up. Her family was poor.
2. A-Jamal’s mother referred to “poverty lag” as the limited opportunities for social advancement, due to poverty and social injustice.
4. When A-Jamal grew up, he graduated from the university and went overseas in the Peace Corps to help others.
5. The family in Botswana showed him hospitality by sharing their evening meal with him.

UNIT 11 (pages 137–49)

Marlene’s Story
Comprehension Questions:
1. Marlene lives in the northwest corner of New Mexico on the Navajo reservation.
2. Marlene is a nurse.
3. She grew up with the family tradition of traditional medicine.
4. Her memories of school include a big green piano, Kool-Aid, and cookies.

Arlene’s Story
Comprehension Questions:
1. Arlene speaks English and Navajo.
2. Arlene’s main concern is that the younger generation of Navajos are losing their native language of Navajo.
3. In the summer, Arlene’s dad and grandparents would work in Colorado. Arlene would be the interpreter for her family.
4. Now Arlene works for the Navajo government.
5. Arlene thinks that speaking one’s native language is important because it helps persons in knowing their self-identity and their way of life, and it gives them a good foundation.
UNIT 12 (pages 150–63)

Patricia’s Story

Comprehension Questions:
1. Patricia’s grandparents were put in an internment camp in the United States during World War II because they were Japanese-American.
2. Some of Patricia’s activities in high school included being a Songleader and Student Body Vice President.
3. The uniform helped Patricia fit in and made her feel like she belonged.
4. Patricia married her surfer boyfriend.
5. Patricia is a lawyer.
6. Patricia thinks that it is important that the United States doesn’t try to hide its problems. She also thinks it’s important that everyone have civil rights.

Vocabulary Exercise:

James’ Story

Comprehension Questions:
1. James has a wife and 2 sons.
2. James has lived in his house for 16 years.
3. James has been married for 25 years.
4. James is a lawyer.
5. When James was 17, he dropped out of high school.
6. The words “I believe in you” helped him have faith in himself. Those words were spoken by his wife, his father-in-law, and his sergeant.

Vocabulary Exercise:

UNIT 13 (pages 164–75)

Charlotte’s Story

Comprehension Questions:
1. Orin and Charlotte met Margaret in a park in El Salvador.
2. They visited Margaret and her family in Costa Rica.
3. Their friendship lasted more than 40 years.
4. They discovered that they were more alike than they were different.

Vocabulary Exercise

Wayne’s Story

Comprehension Questions:
1. Wayne was born in the Midwest.
2. He moved his family to the West Coast.
3. He moved to Montana after his children left home and now he lives in Utah.
4. Wayne's job was selling snack food.
5. Now Wayne is a volunteer with the United States Forest Service, and he is also a part-time flyfishing guide.

Vocabulary Exercise:

UNIT 14 (pages 176–88)
Frank’s Story

Comprehension Questions:
1. Frank’s family is from China.
2. Frank’s family arrived in Hawaii in 1885.
3. Frank’s grandfather worked in the pineapple fields.
4. Frank thinks that the immigrants in Hawaii may be related to each other.
5. People in Hawaii celebrate the traditions of others with annual festivals from many different cultures.

Reading Comprehension:

Vocabulary:

Michael’s Story

Comprehension Questions:
1. Michael was born in Cheyenne, Wyoming.
2. Michael’s father was from Saudi Arabia, and his mother was from Germany. His father was in the military, and his mother was a cleaning woman.
3. When Michael graduated from high school he joined the Navy.
4. Michael’s father returned to Saudi Arabia, and Michael had no further contact with him.
5. When Michael goes to the airport, he often gets carefully checked by security because he has darker skin.
6. Michael believes that Americans’ greatest strength is their ability to embrace all people.

Reading Comprehension:

Vocabulary Exercise:
UNIT 15 (pages 189–201)

Reginald’s Story

Comprehension Questions:
1. Reginald's grandparents were sharecroppers on a farm, and they had Native American ancestry.
2. Reginald’s mother went to the university during the Civil Rights Movement, and his father fought in the Vietnam War.
3. Reginald feels that he is a product of tolerance.
4. Reginald is a Veteran and is Muslim.
5. Reginald’s wife is from Central America.
6. The most important thing to learn about America, according to Reginald, is that it is important to do more than tolerate difference—one must understand, embrace, and know difference.

Vocabulary Exercise: