

Name: _____

BABE RUTH READING GUIDE

Before you read, write down what you already know about Babe Ruth in the "Knew" column.

As you read, fill in the information you learn about Babe Ruth in the "New" column.

Knew	New

Comprehension Reading Questions

Refer back to the text *Babe Ruth: Baseball's All-Time Best!* to respond to the questions below.

Remember to answer using complete sentences.

1. When George Jr. was seven, he was sent to St. Mary's Industrial School for Boys. Why was he sent there, and how long was he there? Use evidence from the text to support your answer. (RI.1)

2. In the fall of 1913, there was a big game between St. Mary's and Mount St. Joseph's. What happened during the game, and how did this game ultimately change George Jr.'s future in baseball? Use evidence from the text to support your answer. (RI.1)

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3. How did George Jr. get the nickname "Babe"? Use evidence from the text to support your answer. (RI.1)

4. What happened to Babe after playing for the Baltimore Orioles? Use evidence from the text to support your answer. (RI.1)

5. Using the information starting on page 24, briefly summarize Babe's life in the years 1915 and 1916. (RI.2)

6. In the 1918 World Series, Babe had a huge impact on the game. What record did he break, and how long would it take for that record to be broken? Use text evidence to support your answer. (RI.1)

7. What was the "Curse of the Bambino," and how did it come to be? Use evidence from the text to support your answer. (RI.1)

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8. Baseball had changed a lot since the sport first started in the 1830s. Explain "small ball" versus "long ball" using the T chart below. Label and fill in the diagram using information from the text. (RI.3)

9. Babe continued to impress people and break records each season. His fame continued to grow, but he never forgot about his fans. What did Babe do for the fans who couldn't come to games? What happened as a result of going on tour? Use text evidence to support your answer. (RI.1)

10. In 1926, Babe came to a crossroads. He had health issues and family problems, and was struggling in baseball with the rules and his performance. What decision did he make, and how did it impact him? Use the illustrations and the text to help justify your answer. (RI.7)

11. Babe was an amazing player, but what job did he ultimately want? Why did he not get it? Use text evidence to support your answer. (RI.1)

12. Overall, what impact did Babe Ruth have on baseball and on America? Use text evidence to support your answer. (RI.1)

ANSWER KEY FOR BABE RUTH READING GUIDE

**The following are possible responses for grades 5-6. For grades 3-4, answers are not expected to be as detailed.
Be sure to scaffold and adjust as necessary.*

1. When George Jr. was seven, he was sent to St. Mary's Industrial School for Boys. Why was he sent there, and how long was he there? Use evidence from the text to support your answer. (RI.1)

George hated school, he got into a lot of trouble, and he had a ton of energy. He was sent to St. Mary's because his parents didn't know what else to do, and they felt it was a place where he could "learn better behavior and a skill." He spent most of the next 12 years at St. Mary's.

2. In the fall of 1913, there was a big game between St. Mary's and Mount St. Joseph's. What happened during the game, and how did this game ultimately change George Jr.'s future in baseball? Use evidence from the text to support your answer. (RI.1)

"George had his greatest day on the mound. He struck out 22 batters, and St. Mary's won the game 6-0." In the stands watching the game was Jack Dunn. In 1914, Dunn asked George to play for the Baltimore Orioles.

3. How did George Jr. get the nickname "Babe"? Use evidence from the text to support your answer. (RI.1)

George got this nickname because he was so young that people said he was "Dunn's new 'Babe.' "

4. What happened to Babe after playing for the Baltimore Orioles? Use evidence from the text to support your answer. (RI.1)

In July 1914, Babe's contract was sold to a major league team. He played briefly for the American League's Boston Red Sox, but then was moved down to their minor league team in Providence, Rhode Island.

5. Using the information starting on page 24, briefly summarize Babe's life in the years 1915 and 1916. (RI.2)

Babe turned 20 in 1915 and became one of the top Red Sox pitchers. His pitching helped the Red Sox become the league champions. By 1916, he was making a lot of money and spending it too. He had a lot of fun as he traveled with the team, while his wife, Helen, stayed home. In the World Series this year, Babe played a major role as a starting pitcher and threw a 14-inning complete game. Eventually, the Red Sox won the World Series in five games.

6. In the 1918 World Series, Babe had a huge impact on the game. What record did he break, and how long would it take for that record to be broken? Use text evidence to support your answer. (RI.1)

According to the text, "Babe threw 29 straight World Series innings without giving up a run." This record wouldn't be broken until 1961.

7. What was the "Curse of the Bambino," and how did it come to be? Use evidence from the text to support your answer. (RI.1)

The "Curse of the Bambino" was how people explained the 86 years without a Red Sox World Series win after Harry Frazee, the owner of the Red Sox, sold Babe's contract to the New York Yankees.

ANSWER KEY FOR BABE RUTH READING GUIDE (CON'T)

8. Baseball had changed a lot since the sport first started in the 1830s. Explain “small ball” versus “long ball” using the T chart below. Label and fill in the diagram using information from the text. (RI.3)

Small Ball	Long Ball
<ul style="list-style-type: none"> • Few home runs • Batters tried to hit singles • Lots of stolen bases • Lots of bunts • Average homers per season for all major league teams combined 1903–1919: 354 • Played mostly before 1920 	<ul style="list-style-type: none"> • Lots of home runs • Batters tried to crush the ball • Fewer stolen bases • Not as many bunts • Average homers per season for all major league teams combined 1920–1929: 989 • Played after 1920 • Babe Ruth showed that this worked and that it brought in more fans

9. Babe continued to impress people and break records each season. His fame continued to grow, but he never forgot about his fans. What did Babe do for the fans who couldn't come to games? What happened as a result of going on tour? Use text evidence to support your answer. (RI.1)

Based on the text, “Babe played exhibition games all over and then went on a stage tour where he told stories, sang, and danced!” The tours were against baseball rules, and anyone who participated got suspended for six weeks.

10. In 1926, Babe came to a crossroads. He had health issues and family problems, and was struggling in baseball with the rules and his performance. What decision did he make, and how did it impact him? Use the illustrations and the text to help justify your answer. (RI.7)

In 1926, Babe had his best season since 1921. He had gotten in shape by working out more and eating healthier. “He led the A.L. with 47 homers, 139 runs, and 153 RBI. And he batted .372!” Although Babe’s performance helped the Yankees make it to the World Series, they lost in the seventh game because Babe tried to steal a base and that was their last out.

11. Babe was an amazing player, but what job did he ultimately want? Why did he not get it? Use text evidence to support your answer. (RI.1)

Babe ultimately wanted to be a manager, but that didn't happen because of the reputation he created for himself on and off the field. Owners wanted someone who could not only take care of themselves but also the team. They also needed someone with a good temper and who wouldn't get into fights with umpires.

12. Overall, what impact did Babe Ruth have on baseball and on America? Use text evidence to support your answer. (RI.1)

Babe Ruth is known as one of the best baseball players of all time, and he changed the way baseball is played. He broke numerous records and left a mark on all of his fans. A plaque honoring Babe Ruth at Yankee Stadium states: “A great ball player, a great man, a great American,” and that’s how he is remembered to this day.



SHOW ME HISTORY!

BABE RUTH WORD SEARCH

W	F	Z	H	T	O	M	E	H	E	B	R	R	S	B
T	T	S	Z	Q	J	W	O	J	Y	C	E	W	I	E
B	N	H	S	H	U	T	O	U	T	B	T	C	V	G
M	A	I	G	G	I	R	T	E	X	A	I	G	L	Y
S	N	R	C	V	B	G	X	Y	Q	R	R	U	T	U
G	N	U	N	P	N	H	V	U	O	N	E	O	O	J
X	E	O	W	D	C	X	Z	A	H	S	D	D	U	O
V	P	Y	S	U	K	M	B	M	O	T	E	P	H	Q
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A	G	J	I	L	O	Y	S	R	J	N	R	L	Z	Z
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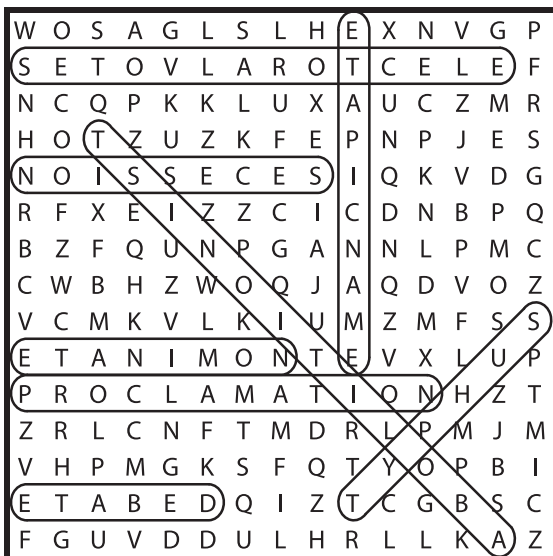
FIND AND CIRCLE THE FOLLOWING WORDS:

- | | |
|-----------------|-------------|
| 1. BARNSTORMING | 5. RETIRED |
| 2. INCORRIGIBLE | 6. CURFEW |
| 3. PENNANT | 7. SWELL |
| 4. SHUTOUT | 8. BEHEMOTH |

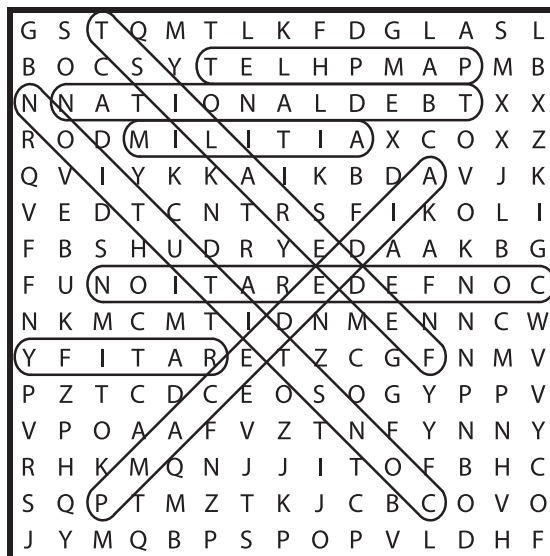
SHOW ME HISTORY!

WORD SEARCH ANSWER KEYS

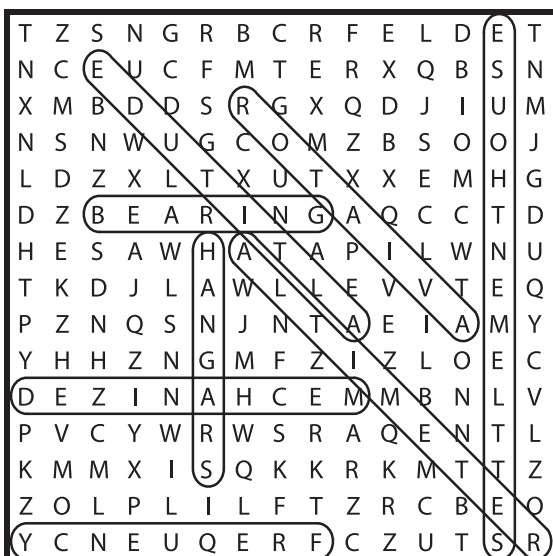
ABRAHAM LINCOLN



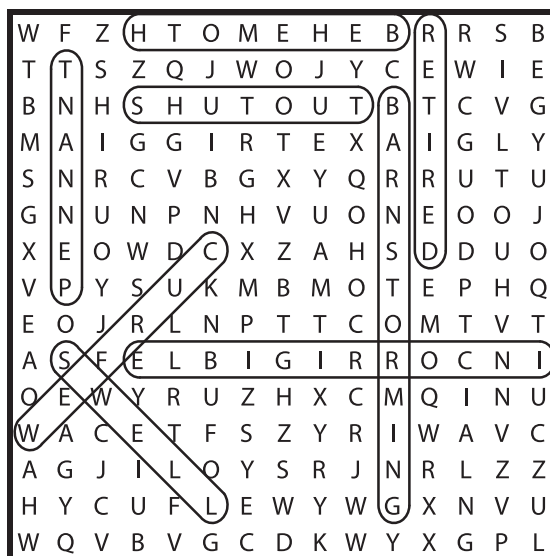
ALEXANDER HAMILTON



AMELIA EARHART



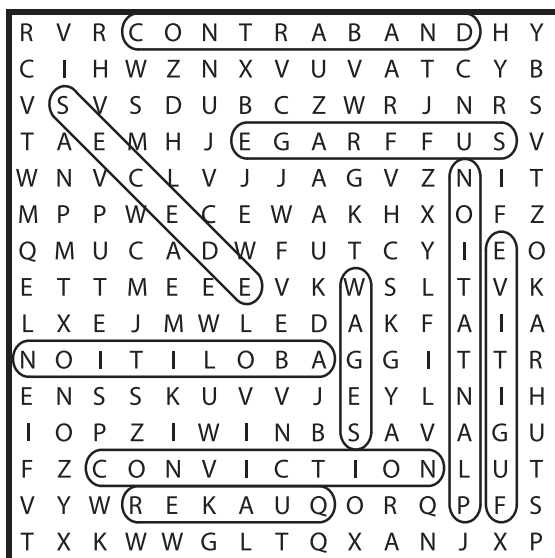
BABE RUTH



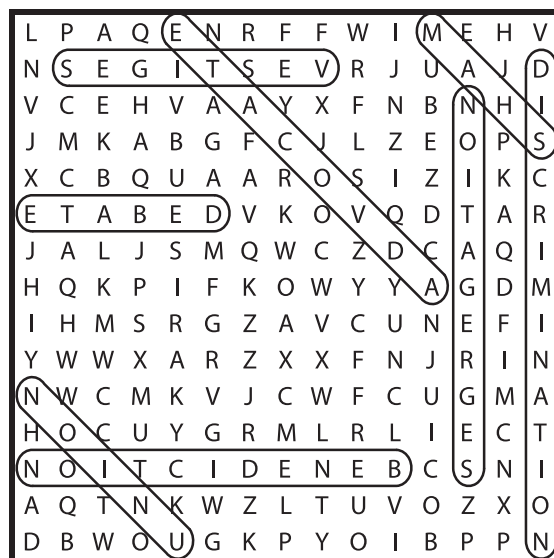
SHOW ME HISTORY!

WORD SEARCH ANSWER KEYS

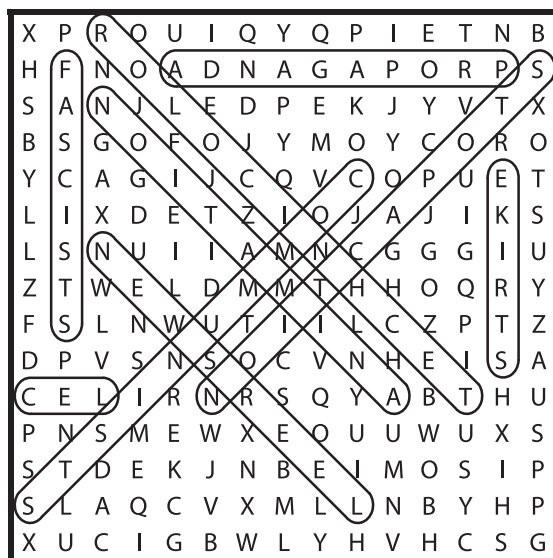
HARRIET TUBMAN



MARTIN LUTHER KING JR.



WALT DISNEY



SHOW ME HISTORY!

GRAPHIC
NOVELS

EXTENSION ACTIVITIES

The reading, writing, and social studies activities can be completed after reading any of the **Show Me History!** books.



WRITING

W.7. Research: After reading one of the books, choose a specific topic from the text or think of a question you want to learn more about. Using several credible sources, research that question or topic to understand more. Use this graphic organizer (See *Worksheet A*) to help guide your research.

W.4 Writing: Show Me YOUR History! On a separate piece of paper, create your own graphic about your history. Use illustrations and captions/speech bubbles just like in the **Show Me History!** books. (See *Worksheet B*)

READING

RI.9 Reading: Compare and contrast. Read a different book or article on the same topic (e.g., Amelia Earhart, Abraham Lincoln), and use the Venn diagram (See *Worksheet C*) to compare and contrast one author's presentation of events with that of another.

SOCIAL STUDIES

What If?: Using the timeline provided in the back of the book, choose one event and explain how it would have changed history if it had not happened. (See *Worksheet D*)


Compare/Contrast: Explain how life during that time period was different than life now. (See *Worksheet E*)

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RESEARCH

After reading one of the books, choose a specific topic from the text or think of a question you want to learn more about. Using several credible sources, research that question or topic to understand more.

Use this graphic organizer to help guide your research. (W.7)

Topic/question:

Source (website, book, article)	Information/facts that support or answer your topic/question

Answer/conclusion from your research:

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WRITING

Create your own graphic about your history. Use illustrations and captions/speech bubbles just like in the Show Me History! books. (W.4)

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COMPARE AND CONTRAST

Read a different book or article on the same topic (e.g., Amelia Earhart, Abraham Lincoln), and use the Venn diagram to compare and contrast one author's presentation of events with that of another. (RI.9)

Show Me History! Book Title:

Different Book/Article Title:

Similarities:

Summarize: Using the similarities and differences in the diagram above, briefly summarize how the two authors presented the information.

SHOW ME HISTORY!

Using the timeline provided in the back of the book, choose one event and explain **how** it would have changed history if it had not happened.

[illegible]

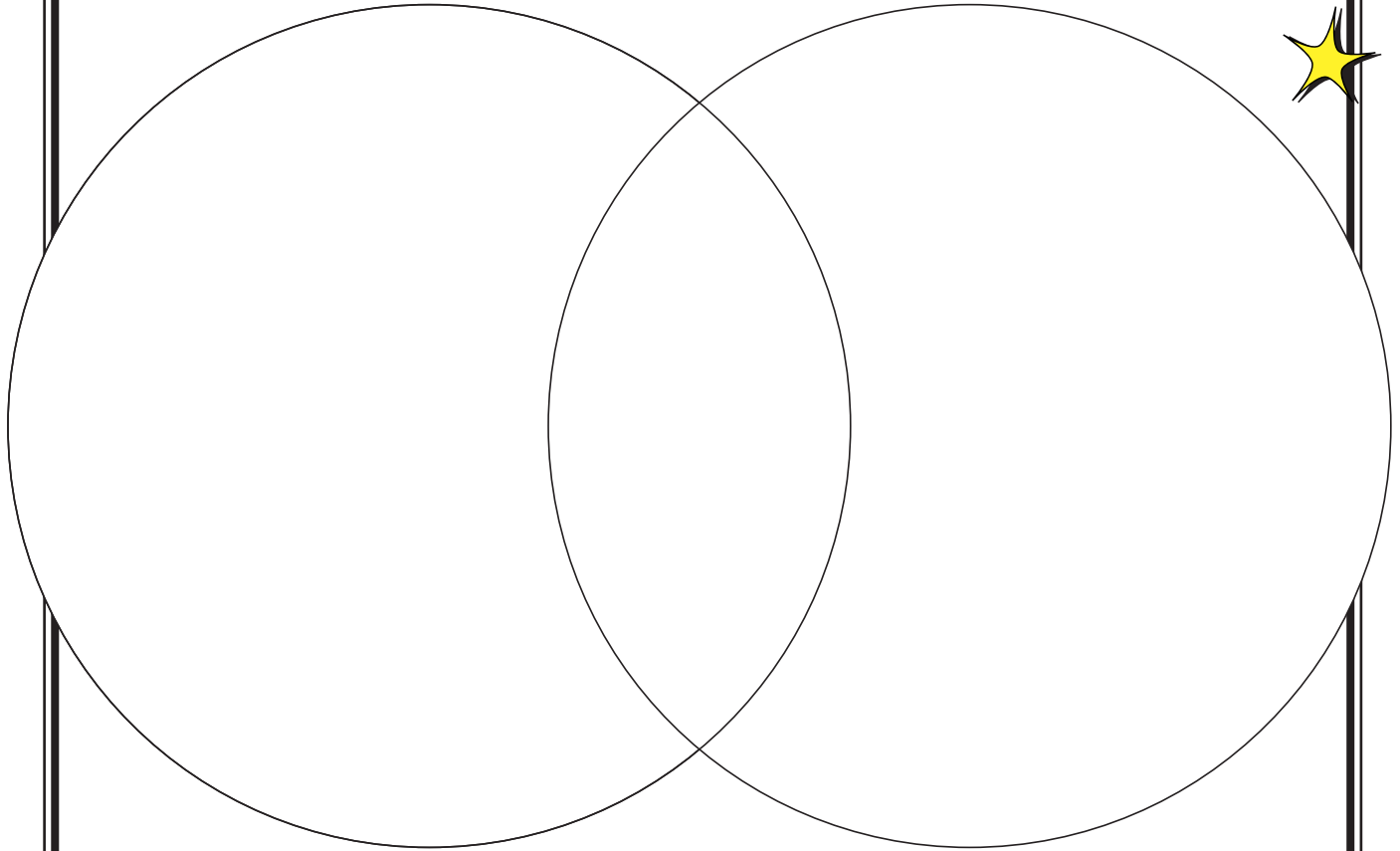
Name: _____

COMPARE AND CONTRAST

After reading the story, compare and contrast life during that time period to life now.
Use the events and details from the story and any prior knowledge of that time period.

Life Then

Life Now



Summarize: Using the diagram above, briefly explain how life during that time period was different than life now.
