



Keeping Clean

1 The average U.S. citizen bathes at least seven times per week. But personal hygiene, in our country and around the world, has a pretty dirty history.

Soap in Ancient Times

2 Soap was named for Mount Sapo, a mountain said to exist near Rome, Italy. After a heavy rainfall, wood ashes and melted animal fats from recent sacrifices mixed with the clay along the Tiber River. According to legend, women who cleaned laundry in the river realized that this altered clay cleaned clothing better, and soap was discovered. Historians believe other cultures in countries such as Babylon and Egypt invented various forms of soap, too.

3 Even some civilizations without soap managed to stay clean. Early Greeks rubbed their bodies with oil or clay and then scrubbed themselves with sand. Then, they used a strigil, or curved metal scraper, to remove the dirt and oil from their own skin. In Egypt, cleanliness was a sign of religious purity. Priests took four cold baths a day. Beginning in the third century A.D., many people bathed at European public baths. Some people used soap, and some used water or oils.



Roman public bath

Washing Goes Down the Drain

4 The fall of Rome in A.D. 467 also marked the fall of cleanliness. For most of Europe, the next 12 centuries passed with filthy living conditions and little personal cleanliness. Throughout the Middle Ages, cities grew more crowded and polluted. In some cities, sewage covered the streets. Being dirty was normal.

5 Generally, people did not realize that hygiene was necessary for good health. Bubonic plague, called “the Black Death” because it caused black spots on the skin, killed around 75% of the population in Europe and Asia in the 1300s. The plague was spread by rats’ fleas. Infected people had headaches, fevers, sores, and often died within days. The disease spread rapidly because hygiene was poor and living conditions were filthy.

The Luxury of Being Clean

6 There were soapmakers in the Middle Ages, but only a handful of wealthy people and royalty bathed. King Henry IV of England required all noblemen to take a bath upon

becoming knights. That was the only bath most of those men had in their entire lives. Queen Elizabeth I was considered extremely clean. She bathed once every three months!

7 During the 1600s, cleanliness became fashionable across Europe. But soap was highly taxed, so it was very expensive. Only the rich could afford to bathe their entire bodies, although most people washed their hands before and after meals.

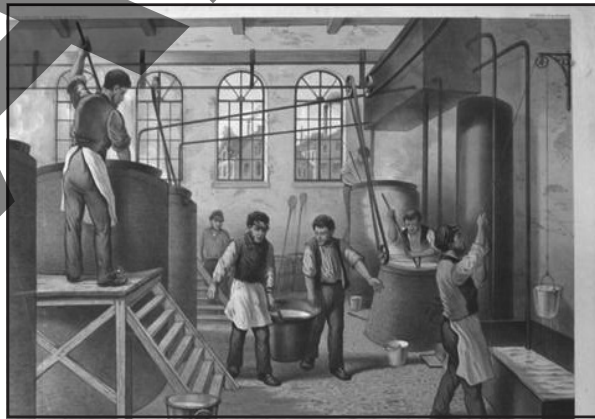
Soapmaking in the New World

8 In 1621, soapmakers from Europe came to the New World aboard the *Fortune*, but the chore of making soap usually fell to the colonial wife. All winter, she saved wood ashes. On soap day, she first poured the ashes into a barrel. She then poured water into the barrel, and it reacted with the ash to form lye. The lye seeped through the bottom of the barrel into a bucket. She then poured the lye into an iron kettle filled with cooking grease and animal fat. Over an outdoor fire, she boiled the lye and fats together until they formed a soft, jelly-like substance used for washing clothes, hands, and faces. Making soap was a stinky, difficult, long day's work.

9 In the 1800s, more households had sinks and bathtubs, so washing became more common. People started washing their entire bodies. Many upper-class people bathed daily. But, as William Alcott noted in 1846, there were still plenty of people considered clean and neat who bathed only “half a dozen times—nay once—a year.”

Washing Regains Popularity

10 In 1853, the soap tax in England ended. Common people could afford to bathe. Most working-class people washed with water from a basin every day. Some even took a weekly bath in a tin tub on the kitchen floor. If a family did bathe, all the children in the family used the same water. People with servants bathed in their bedrooms or dressing rooms. For a full bath, a tub was brought in, and the servant had to fill the tub bucketful by bucketful. They emptied it in the same way. Baths were hard work for servants.



Soapmaking in the nineteenth century

11 In addition to bathing, hand washing became more common in the early 1900s in the United States. This new practice helped more babies survive as people stopped passing germs from one to another as easily. Doctors and scientists worked hard to spread the word that cleanliness was healthy.

12 The number of soap products has exploded since the 1920s. Most of what we call soap today is actually detergent, a cleaning product made without using animal fats. Today, you can walk down the aisle at a grocery store and find all kinds of soaps: face soap, hand soap, bath soap, scented soap, antibacterial soap, soap with aloe, liquid soap, bar soap, and a lot more. We are fortunate that we do not have to save up fat, pay high taxes, or share bathwater just to stay clean!



Modern bars of soap

The Black Death

The following is adapted from the writings of Italian author Giovanni Boccaccio. He survived the Black Death as it swept through Florence, Italy in 1348.

It began both in men and women with certain swellings that grew to the size of a small apple or an egg, more or less, and were called tumors. In a short time, these tumors spread all over the body. Soon after, black or purple spots appeared on the arms or thighs or any other part of the body, sometimes a few large ones, sometimes many little ones. These spots were a sign of certain death. Fear overtook the living, and they avoided the sick and everything belonging to the sick.

One citizen avoided another, and relatives stopped visiting each other. What is even worse and nearly incredible is that fathers and mothers refused to see and tend to their children, as if they had not been theirs.

The plight of the lower and most of the middle classes was even more pitiful. Most of them remained in their houses, either because of poverty or in hopes of safety, and fell sick by thousands. Since they received no care or attention, almost all of them died. They were known to be dead only because the neighbors smelled their decaying bodies. Dead bodies filled every corner.



6.6B (Response—Write Response)/6.6G (Response—Explicit/Implicit Meanings)/6.11B (Composition—Informational) H

7. Read the story “The Mystery Is in the Mail.” Based on the information in the story, write a response to the following:

Explain how Janice and Lisa’s reactions to the events in the story help develop the plot.

Write a well-organized informational essay that uses specific evidence from the story to support your answer.

Remember to—

- clearly state your controlling idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can—

- review the selection
- plan your response
- write your response
- revise and edit your response

Write your response in the box provided.

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6.2B (Vocabulary—Context) M

1. The phrase “staying green” in the title of the passage refers to—
 - A closing landfills
 - B manufacturing plastic
 - C protecting the environment
 - D applying pesticides and herbicides

6.8D.iii (Informational—Patterns) L

2. The passage uses what type of organizational pattern?
 - A Advantage/Disadvantage
 - B Cause and effect
 - C Classification
 - D Definition

6.2C (Vocabulary—Roots) M

3. The word thermostat has a Greek root that means *heat*. Using this information, the word thermostat in the “At Home” section is most likely a device that—
 - A reduces energy use
 - B tracks energy waste
 - C measures temperature
 - D controls the temperature

6.6C (Response—Text Evidence) M

4. Which statements from the passage best support the idea that staying green saves water?

Select **TWO** correct answers.

- Use organic cotton balls and swabs.
- Use pump containers rather than aerosol cans.
- Use deodorant that does not contain aluminum.
- Use a shampoo/conditioner combination formula.
- Wait until you have a full load before you run the washer.

Read the selection and choose the best answer to each question.

Andy visited the National Museum of the American Indian. He wrote this report to tell about what he learned during his visit to the museum. Read Andy's report carefully and look for any corrections and improvements that he should make. When you finish reading, answer the questions that follow.

Native Past

(1) The National Museum of the American Indian is a different kind of museum. (2) You will realize that even before you walk into the building on the National Mall in Washington, d.c. (3) A Native American garden outside the building includes maize (corn), squash, tobacco, cotton, and other crops. (4) Labels explain how native peoples used these plants for food or medicine.

(5) Inside, a video welcomes visitors in English and several tribal languages. (6) There are videos in the exhibits, too. (7) Some of the videos retell creation myths with stories about how the world began. (8) Native American guides in the exhibit rooms answer visitors' questions about the objects in the display cases.

(9) Listened to my tour guide, I learned that the National Museum of the American Indian had worked with members of 24 tribes to create the exhibits. (10) The museum was designed to show that Native American culture is a living tradition. (11) That's why old and new objects are displaying together. (12) That's why the gift shops have jewelry and crafts by artists working today. (13) That's why the café has Native American foods that are still cooked and eaten across America.

(14) I enjoyed at the end of my tour tasting some of the delicious food in the café. (15) I had fry bread topped with onions, lettuce, tomatoes, and cheese. (16) My mom ate a chicken tamale with peanut sauce. (17) We had fun watching a cooking demonstration over the fire pit in the kitchen.

(18) I think the National Museum of the American Indian is interesting. (19) I learned a lot about the past—and a little about the present, too.

6.10C (Revision—Organization) H

1. What is the **BEST** way to combine sentences 9 and 10?
 - A Rich or poor, this was a way of ensuring that everyone received the same share.
 - B This was a way of ensuring that everyone, rich or poor, received the same share.
 - C Everyone, rich or poor, received the same share, and this was a way of ensuring that.
 - D Everyone, rich or poor, received the same share, because this was a way of ensuring that.

6.10B.ii (Ideas/Details) H

2. Which sentence in the second paragraph (sentences 3–6) contains unnecessary information and should be removed? Enter your answer in the box.

Sentence should be removed.

6.10B.i (Organizational Structure) H

3. This question has two parts.

Part A

Randy would like to add the following sentence to the fourth paragraph (sentences 12–15).

People hoped that their efforts to improve daily life at home would help the soldiers achieve victory in the war.

Where is the **BEST** place to insert this sentence?

- A Before sentence 12
- B After sentence 13
- C After sentence 14
- D After sentence 15

Part B

Which of the following details **BEST** supports the answer to Part A?

- A The sentence provides further details about the new cookbooks and recipes.
- B The sentence provides further details about how families would get additional food.
- C The sentence provides an effective closing to the ideas presented in the fourth paragraph.
- D The sentence provides a better transition from the third paragraph to the ideas in the fourth paragraph.

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