William Shakespeare's *Romeo & Juliet* is a play that almost all freshmen, not just at CC, learn/read. You are missing out on this classic piece of literature this year. Shakespeare can be difficult to understand, so it's not something I want to make you figure out on your own.

I highly recommend you watch John Branyan's The Three Little Pigs at https://www.youtube.com/watch?v=OxoUUbMii7Q (It's ok if you do not have access and cannot watch this.) John recites The Three Little Pigs in Shakespearean language. It will give you an understanding of what Shakespearean language sounds like and how you can understand the main idea of what's going on even if you don't understand every word. I think it's funny too :)

**CHOOSE ONE of the two options for this last round of work.** (Option 2 does not require the internet.) Find all of the links and work on Google Classroom

**OPTION 1:** Watch *Romeo & Juliet* and answer questions. Choose ONE of the versions of *Romeo & Juliet* to watch and complete questions for. Find the attached Google doc for the particular version of the movie you choose to watch. Turn in ONLY THAT Google doc. Do not do all 4... unless you really need something to do.

**CHOICE 1:** IF you want to get this assignment done early... the link below is to the play version of *Romeo & Juliet* that was put on at the Globe theater (Shakespeare's theater). This is recent, but only available until May 3rd, or else this would be the version you'd all be watching.  
https://www.youtube.com/watch?v=sSAIPJ0FG_0

**CHOICE 2:** Watch Franco Zeffirelli's 1968 version of *Romeo & Juliet.* (Rated PG) This is the version I usually show in class. This version closely follows the play.

https://hdfy.to/movies/drama/romeo-and-juliet-1968-watch-online (if this link doesn't work or asks you to login, google 'watch Zeffirelli's 1968 version of Romeo and Juliet' and you should find a link that will take you right to the movie without logging in.)
Or this link should work too
https://www.youtube.com/watch?v=FZBjKf3AW4&list=PLjT3Z589ba70pE9olzslAIU3Q3H
LHdI8q (the movie is split into sections on youtube, but it should play them straight through.)

**CHOICE 3:** Watch Baz Luhrmann's 1996 version of *Romeo & Juliet* (Rated PG-13) This version has Leonardo DiCaprio and is a more modern version but still uses Shakespearean language.
https://hidify.to/movies/drama/romeo-juliet-1996-watch-online (if this link doesn’t work or asks you to login, google 'watch Baz Luhrmann's 1996 version of Romeo and Juliet' and you should find a link that will take you right to the movie without logging in.)

**CHOICE 4:** Watch the 2013 version of *Romeo & Juliet*. (Rated PG-13) This is the newest version but is a close interpretation of the play.
https://hidify.to/movies/drama/romeo-juliet-2013-watch-online (Again, if this link asks you to login, google the year and title and try to find it that way.)

* You might find these videos on other streaming platforms, but I tried to find websites that would be available for more people. I know the 1996 version is on HULU. I didn’t see any versions on Netflix.

**OPTION 2 - complete BOTH** of the following assignments.

1. Read "Afghanistan’s Romeo & Juliet" and answer the questions on the ‘Afghanistan’s Romeo & Juliet questions’ page. You’ll need to refer to the graph page that is attached to the assignment as well.

2. Complete the CommonLit assignment ‘The Lure of Shakespeare’ and answer the questions. Remember to complete the written response question with the ACE strategy and a complete paragraph.
Name: R & J Questions

Answer the following questions while watching - or after you watch - Romeo & Juliet. Highlight your responses or type in a different color to make your answers stand out.

1. How does the director choose to present the Prologue (the introduction to the story)?

2. What begins the newest argument between Capulets and Montagues at the gas station?

3. How is the director able to update the weaponry in the movie yet still keep the original Shakespearean dialogue?

4. Before he attends the Capulet costume party, what does Romeo put in his mouth?

5. What effect does it have on him?

6. Why do you think the director put this in the movie when it was not in the play?

7. How does Juliet feel about "Dave" Paris?

8. How do you know this (give example)?

9. Why do you think the costume designer dressed Juliet as an angel for the costume party? (She is not an angel in the original play. It’s a masquerade ball, not a costume party)

10. Why does Tybalt come to the beach?
BAZ LUHRMANN R+J QUESTIONS

11. Why does Romeo refuse to engage in a duel with Tybalt?

12. What happens to Mercutio?

13. As a result of what happens to Mercutio, what happens to Tybalt?

14. What "happy" news does Lady Capulet bring to Juliet after Romeo sneaks out of her bedroom?

15. How does Juliet react to this news?

16. In the play, Romeo kills Paris. The director cut that scene. Why?

17. How does the director increase the suspense after Romeo drinks the poison?
Name: 

R & J Movie Questions

Answer the following questions while watching - or after you watch - *Romeo & Juliet*. These aren't necessarily in order, they should be close though. Highlight your responses or type in a different color to make your answers stand out.

1. Prologue: In what city does this play take place?

2. What are the names of the two families feuding in the film?

3. Which family does Juliet belong to? Which does Romeo?

4. Who looks after Juliet?

5. According to the prologue, what will happen to Romeo and Juliet?

6. Romeo tells Benvolio that he is in love with someone. Who is it?

7. What do Romeo and his friends wear to the Capulet party?

8. Who recognizes Romeo at the party?

9. What relation is he to Juliet?

10. Where do Romeo and Juliet fall in love?
11. Where does Romeo go to see Juliet?

12. Who marries Romeo and Juliet?

8. Who kills Mercutio?

9. Who kills Tybalt?

10. Why does he kill him?

11. Who does Juliet’s father intend for her to marry?

12. Who does Juliet go to for advice and to make a plan?

13. What type of potion does Friar Laurence give her?

14. How long is she intended to sleep for?

15. Where will Romeo be waiting for her?

16. Where will Romeo take her when she awakes?

17. What does the Friar say he will send to Romeo?
ZEFFIRILLI R & J QUESTIONS

18. Does the letter reach Romeo?

19. Why does Romeo return to Verona?

20. What does he find in Verona?

21. When Romeo finds Juliet, what does he do?

22. What happens after Romeo dies?

23. What does Juliet do when she wakes up?

24. Who tells everyone what actually happened?

25. What do the Montagues and Capulets decide to do in the end?

26. How old is Juliet? How old is Romeo?

27. Over how many days does the action of *Romeo and Juliet* take place?
Many people consider Shakespeare the greatest writer in the English language. His legions\(^1\) of admirers point with awe to the rhythm of his words and the wide range of human emotions he portrays and evokes. But has Shakespeare always been so popular? And how did an Elizabethan\(^2\) actor-turned-playwright become a world-famous figure?

From the start, Shakespeare was popular among the English. Shortly after his death, his plays were published in a collection known as the *First Folio* (1623), with a poem by Ben Jonson included that featured the lines, “He was not of an age, but for all time!” The memory of Shakespeare remained strong among audiences as well, since his plays were produced regularly by many companies. But, in 1642, during the English Civil War, the theaters of London were closed by order of the government and remained so for 18 years. By the time they reopened in 1660, styles had changed. The court of the new king wanted a more elegant, refined, classical world, and Shakespeare struck them as coarse in his language and careless in his plots. His comedies, in particular, fell out of favor as the years passed.

By the 1700s, however, a turnaround had begun. The first new edition of his plays in nearly a century, along with the first biography ever written, appeared in 1709 and immediately sparked a Shakespeare revival. Despite continuing questions about his style, which led many producers to cut or alter his plays (sometimes even writing new endings for them), audiences were enthusiastic. Great performances also helped. David Garrick, the greatest actor of the century, and Sarah Siddons, the greatest actress, were both enthusiastic Shakespeare supporters and starred in many of his plays at the Drury Lane Theatre. In the 1800s, Shakespeare’s popularity soared. Multivolume editions of his plays were published, exuberant\(^3\) productions and extravagant sets supported stars such as Fanny Kemble and Edmund Kean, and touring companies brought small-scale versions of Shakespeare to towns and villages everywhere.

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1. **Legion** (noun): a great number of people or things
2. **describing someone or something from the period of Queen Elizabeth I’s rule**
3. **Exuberant** (adjective): filled or characterized by great energy and excitement
In the 20th century, Shakespeare remained as popular as ever, with actors such as Sir Laurence Olivier, Sir John Gielgud, and Kenneth Branagh bringing his characters to life. Students around the world now read Shakespeare in literature classes, and his plays are sometimes staged in modern-day costume to emphasize his significance to today's world.


News of Shakespeare's talent spread even during his lifetime. Occasionally, a foreign merchant or diplomat saw a Shakespearean production. In 1601, the Russian ambassador was present when Twelfth Night was first performed. Traveling companies of English actors staged some of Shakespeare's plays in Germany and Poland while the playwright was still alive. But it was the great French author Voltaire who truly popularized Shakespeare beyond English shores in the 1730s. From that time onward, Shakespeare's works have been extensively studied and performed around the world.

In America, copies of the plays are believed to have circulated in the late 1600s, and the first performance was Romeo and Juliet in the early 1700s. A century later, Americans practically worshiped Shakespeare. Philosopher and poet Ralph Waldo Emerson called him "the first poet of the world." In the 1900s, Shakespeare's works were being translated and printed in India, Africa, China, and Japan.

In the 20th century, a new medium inspired countless variations on the Shakespeare canon: the movies. Some have been filmed as recreated plays, such as Romeo and Juliet (1968) or Henry V (1989). Others were adapted stories in modern settings such as West Side Story (1961) or Richard III (1955). Still others were transposed into stories in a completely different land and culture such as Ran (1985), a Japanese tale of samurai based mostly on King Lear.

Whether recorded or live, the performance of a major Shakespeare role is traditionally seen as the ultimate test of an actor's ability. From Richard Burbage in the 1500s to Ian McKellen and Judi Dench today, the greatest actors are those who are able to master Shakespeare. By itself, this is the most enduring tribute to the theatrical talent of William Shakespeare, the Bard of Avon.

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the central idea of the text?
   A. It takes time and study for people to develop an appreciation for Shakespeare's unique storytelling style.
   B. Shakespeare's plays have captured the attention and admiration of people from all over the world for centuries.
   C. The popularity of Shakespeare's work has risen and fallen over the centuries, depending on which famous actors perform the plays.
   D. While Shakespeare is still taught in schools, his plays and poetry are considered old-fashioned and are no longer interesting to modern audiences.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. "But, in 1642, during the English Civil War, the theaters of London were closed by order of the government and remained so for 13 years. By the time they reopened in 1660, styles had changed." (Paragraph 2)
   B. "The court of the new king wanted a more elegant, refined, classical world, and Shakespeare struck them as coarse in his language and careless in his plots." (Paragraph 2)
   C. "But it was the great French author Voltaire who truly popularized Shakespeare beyond English shores in the 1730s. From that time onward, Shakespeare's works have been extensively studied and performed around the world." (Paragraph 6)
   D. "Still others were transposed into stories in a completely different land and culture such as Ron (1985), a Japanese tale of samurai based mostly on King Lear." (Paragraph 8)

3. Which of the following describes the relationship between movies and Shakespeare's plays?
   A. Movies have allowed for Shakespeare's plays to be presented in new and exciting forms.
   B. Movies have helped directors stay true to the original plays through special effects.
   C. Movies have allowed people who don't like to read to enjoy Shakespeare's plays.
   D. Movies have allowed directors to improve some of Shakespeare's less impressive plays.

4. How does Ben Jonson's quote "He was not of an age, but for all time!" from paragraph 2 contribute to the development of ideas in the text?
   A. It emphasizes the lasting popularity of Shakespeare's plays.
   B. It shows that Shakespeare was best understood in his time.
   C. It proves that Shakespeare's plays only improve over time.
   D. It stresses how Shakespeare was not appreciated in his time.
5. According to the text, how have famous actors' opinions of Shakespeare contributed to his fame?
Afghanistan's Romeo & Juliet

The true story of two young Afghans who risked death by defying their families and their culture to be together.

BY ROD NORDLAND
Her name was Zakia. Shortly before midnight on the freezing-cold night of March 20, 2014, she lay fully clothed on her thin mattress on a concrete floor and considered what she was about to do.

She had on all her layers—a long dress with leggings under it, a ragged pink sweater, and an orange-and-purple scarf—but no coat, because she didn’t own one. Her 4-inch open-toed high heels were beside her mattress next to the photograph of Ali, the boy she loved. It was not the best escape gear for what she was about to do—climb a wall and run off into the mountains in central Afghanistan—but it would soon be her wedding day, and she wanted to look good.

That night was not the first time Zakia had contemplated escaping from the Bamyan Women’s Shelter. She had been in the shelter for the past six months, since the day she ran away from home, hoping to marry Ali.

As an 18-year-old and an adult, she had the legal right to wed. But as happens with so many Afghan girls, her family had denied her the right to choose who to marry—and threatened her with death for daring to defy her father. When an Afghan girl has done something culturally forbidden, it’s considered acceptable—expected even—for her male relatives to kill her, to wipe clean the shame brought to the family; it’s called an honor killing.

Zakia knew that soon her family would succeed in its legal efforts to have her removed from the women’s shelter, and she expected to be killed if that happened. So she was determined to escape and elope with Ali.

A Daring Escape

On the other side of the Bamyan valley, Ali was waiting for Zakia’s call. Several weeks earlier, when he visited the women’s shelter, Ali had secretly left Zakia a cellphone with which to contact him. He had had to teach her how to use it. Zakia couldn’t read or even recognize the numbers zero to nine to dial on a phone.

To escape the shelter that night, Zakia dragged several mattresses across the courtyard to the back wall. She doubled them over and piled them up to make a ledge high enough to climb over the 8-foot wall. Once over the wall, she ran in her high heels until she was far enough away to call Ali.

When Ali got the call, he sprang into action. A friend who owned a battered Toyota Corolla had agreed to help the couple elope by taking him to pick up Zakia, about 20 minutes away, and then driving them up into the mountains. When Zakia got into the car with Ali, she took his hand in hers. It was a shockingly intimate gesture in a society as conservative as Afghanistan.

Later the following day, they paid a mullah (an Islamic religious leader) to marry them. But getting married didn’t solve their problems; it only created new ones. Afghanistan is one of the poorest
and most unstable countries in the world. Since the Soviet Union invaded in 1979, it has endured close to four decades of upheaval. The Russians withdrew after 10 years, but then rival Afghan warlords continued to fight. In 1996, a radical Islamic group known as the Taliban took control of the country and enforced a harsh interpretation of Islamic law, especially with regard to women. They banned girls from going to school and women from going to work.

But the oppression of women was a big part of Afghan society long before the Taliban. After the American-led military intervention that ousted the Taliban in October 2001 (see "America's Longest War," below), the laws restricting women so harshly were repealed, but that did little to change attitudes. For example, honor killings are illegal on paper. But in reality, they're just one of many abusive customs toward women and girls that remain common, including child marriages and wife beating.

Afghanistan is also a deeply tribal society, and marriages between different ethnic groups are frowned on. This was another reason Zakia's father opposed her marriage to Ali. Zakia is Tajik, and Ali is Hazara. To make matters worse, she's a Sunni Muslim, and he's a Shiite Muslim, and their sects have been in violent conflict for centuries.

Their forbidden relationship had started years earlier, across a low mud wall that divided their families' adjacent potato fields. "We were children and never thought about each other in that way," Zakia said. Then they reached their teens and did. But once an Afghan girl reaches adolescence, she's forbidden to see any man outside her family. So Ali wooed her in secret, playing his flute when no one was around and reciting bits of Persian love poems he'd memorized even though he couldn't read.

"I'm With My Love"

Their escape that night in March 2014 into the high mountains of central Afghanistan seemed hopeless. The barren terrain provided nowhere to hide, and they had fled without any warm clothes or other necessities. "If we had only had one day together, it would have been worth it," Zakia said. "How can I be sad? We're together. I'm with my love."

In Afghan society, a girl is considered her father's property until she becomes her husband's property. By eloping, Zakia was not just defying her father's wishes but also stealing what he saw as rightfully his. So the police began looking for them, as well as Zakia's incensed family members. I was searching too. As a reporter for The New York Times, I had already written about the star-crossed couple once, calling them an Afghan Romeo and Juliet, and I managed to find them before the police and her family. They were in a mud house in a remote village in the high mountains, and it was pretty nearly the end of the road for them. Their hosts, hearing the police were on the way, were about to turn Zakia and Ali out so they wouldn't be arrested too.

The couple had no car, no money, no prospects. What they had was me. I didn't want their story to end like this, and I felt responsible. Quite possibly my arrival had made it even easier for the police to trace them, since foreigners were so rarely seen.

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**America's Longest War**

U.S. troops have been fighting in Afghanistan for the past 16 years. And there's no end in sight.

**The war in Afghanistan** is the longest in American history. Sixteen years after the war began, American troops remain in harm's way.

The conflict started in October 2001 in the wake of the 9/11 attacks. Al Qaeda, the terrorist group responsible for those attacks, had taken refuge in Afghanistan, where the ruling Taliban had given the group a safe haven from which to launch attacks.

The mission of the U.S. and its allies was to defeat the Taliban and destroy Al Qaeda.

The U.S. quickly succeeded in ousting the Taliban from power and setting up a new Afghan government.

But many Taliban fighters regrouped and continued fighting as insurgents. Their ongoing attacks on both the military and civilians continued to make Afghanistan a very dangerous, unstable place.

Since 2001, almost 2,400 American soldiers have died in Afghanistan and another 20,000 have been wounded. In that time, the U.S. has spent more than three-quarters of a trillion dollars on the war.

Despite the huge investment, the situation in Afghanistan seems to be deteriorating, many experts say. In the past year, the Taliban has retaken control of some territory and ISIS fighters have tried to gain a foothold in lawless areas. Afghan government forces now control just 63 percent of the nation's districts.

"The reality is that the Taliban have the initiative," says retired U.S. Army General Jack Keane. "They have the momentum. They attack when they want, where they want, and the outcome is usually successful for them."

Currently, there are some 8,500 U.S. troops in Afghanistan and the war there is costing American taxpayers $3.1 billion every month.

President Trump is planning to send more troops in an effort to stabilize the situation, but both the White House and the military are divided about whether that will really help.

—Patricia Smith
A Journalist’s Dilemma

What do you do when the people you’re reporting about desperately need your help?

It’s one of the cardinal rules of journalism: Reporters shouldn’t get personally involved in the stories they cover. But that’s exactly what Rod Nordland of The New York Times did when he helped Zakia and Ali escape an honor killing by her family. “You’re supposed to stay impartial and independent,” Nordland acknowledges, and he strongly supports that idea in principle. But this case made him reconsider: The couple hadn’t broken any laws, but if they were caught, Zakia’s family would almost certainly have killed her for marrying Ali. In the spur of the moment, he decided to help, giving them money and transportation. “I was immediately aware that what I’m doing now is crossing a line,” he says. “But I felt like I had a responsibility.”

Nordland is convinced he did the right thing, but he still has second thoughts, especially when others now ask him for help. “They’ve said, ‘You did it in that case. Why can’t you do it in our case?’” he says. “And that’s put me in an awkward position.”

—Patricia Smith

in that area, I decided to help them escape. I gave Ali $1,000 and put the couple in my car. The police were just hours behind us, but we got away (see “A Journalist’s Dilemma,” above).

In the following months, they bounced around the country, always on the move. Finally, they took refuge in the capital, Kabul, hoping the anonymity of a city of 5 million would protect them. Ironically, that’s where Zakia’s family finally found Ali, and things took a turn for the worse. Ali was put in jail, charged with kidnapping his own wife. Zakia, who still feared for her life at the hands of her father and brothers, was returned to a women’s shelter for her own safety.

But Zakia, whose face had become a fixture on Afghan TV, had become a hero to every young Afghan woman who dreams of marrying someone she loves rather than someone chosen by her family. When the couple was taken into custody, young Afghans were so outraged that the authorities let them go.

Raped, Beaten & Deported

By this point, Zakia was pregnant and she and Ali had realized that their only hope for survival was to flee the country. The stories I’d written about them in The Times had generated enormous public sympathy, and people worldwide donated to a fund set up to help them. In October 2014, they used some of that money to buy plane tickets to neighboring Tajikistan. Their plan was to apply for refugee status and from there apply for asylum in a Western country. But things went wrong almost immediately. They were picked up by corrupt secret police, who stole everything they had, beat them, then deported them back to Afghanistan.

Deeply humiliated by the fiasco, they went back to Bamiyan, to Ali’s father’s house. In December 2014, their daughter, Riaqia, was born.

In the following year, hundreds of thousands of Afghans joined a growing exodus of migrants heading to Europe, often risking their lives to escape the violence in their homeland. After careful consideration, Zakia and Ali decided not to join them, moved by pictures of a Syrian toddler whose body washed up on a Turkish beach after the raft his family was on overturned in the Mediterranean. Neither Ali nor Zakia could swim, and they had their baby to worry about.

By early 2016, Zakia and Ali remained in what amounted to house arrest in Ali’s father’s mud house, shared with 18 relatives. She dared not leave home, fearing attacks by still-furious family members.

It became clear that they needed to flee Afghanistan. But no nation stepped forward to offer them asylum. Zakia and Ali took these setbacks in stride. After all, they said, they had only ever hoped for a few days together; already they had had a couple of years.

But their situation changed last year, when an anonymous U.S. government official intervened behind the scenes. Apparently, he or she read my book about them and was moved by their plight. Suddenly, they were told they could get permission to come to the United States. They arrived in May 2016.

Today they live in Connecticut, where they’re learning English and waiting for their asylum request to be approved. They hope one day to return to an Afghanistan that’s safe for women, and for young people in love. For now, they have a new set of goals.

“I want our daughter to grow up and choose her own husband,” Zakia said. “Above all, I want her to be educated.”
Afghanistan’s Romeo & Juliet

Choose (highlight) the best answer for each of the following questions. Refer to the article as needed.

CHECK COMPREHENSION

1. Zakia’s marriage to Ali was controversial because
   
   A. she was too young to marry under Afghan law.
   B. the young people were from different ethnic groups, and Zakia’s father did not approve of the marriage.
   C. Ali was not from Afghanistan.
   D. all of the above

2. In Afghanistan, an “honor killing” occurs when
   
   A. the police kill a person in custody.
   B. a Sunni Muslim murders a Shiite Muslim in the name of religion.
   C. male relatives of a girl kill her for doing something culturally forbidden.
   D. female relatives of a girl kill a man for speaking or flirting with the girl without permission.

3. Upheaval in Afghanistan began nearly four decades ago, when
   
   A. the U.S. military intervened in the country.
   B. the Soviet Union invaded the country.
   C. the Taliban took control of the country.
   D. none of the above

4. Tajik and Hazara are
   
   A. Afghanistan’s two largest cities.
   B. Afghanistan’s two major religions.
   C. two Afghan citizens who helped Zakia and Ali avoid the police.
   D. the names of different ethnic groups in Afghanistan.

ANALYZE THE TEXT

5. Which choice best sums up the sequence of events?
   
   A. Zakia and Ali married and hid from the police; they were taken into custody and later fled to the U.S.
   B. Zakia and Ali met in police custody; they escaped and hid from police before fleeing to the U.S.
   C. Zakia and Ali married; they were arrested and are now living in Afghanistan under house arrest.
   D. Zakia and Ali fled Afghanistan by boat; they later came to the U.S. to get married.

6. The article refers to an “American-led military intervention that ousted the Taliban.” You can infer that the word ousted most nearly means
   
   A. intimidated.
   B. invaded.
   C. allied with.
   D. forced out.
7. You can infer that publicity about their story
   A. caused Zakia and Ali’s marriage to fall apart.
   B. has made Zakia and Ali very wealthy.
   C. kept Zakia and Ali from escaping to the U.S.
   D. ultimately worked to Zakia and Ali’s advantage.

8. Which phrase from the article provides the best evidence for the answer to question 7?
   A. “When the couple was taken into custody, young Afghans were so outraged that the authorities let them go.”
   B. “They were picked up by corrupt secret police...”
   C. “In the following months, they bounced around the country, always on the move.”
   D. “But no nation stepped forward to offer them asylum.”

WRITTEN RESPONSE
9. Based on the article, what are some of the risks that Afghans take when they try to flee their country?

10. After reading the sidebar, “America’s Longest War,” consider what the fundamental dilemma facing American policymakers is when it comes to the war in Afghanistan. Explain the dilemma

ANALYZING THE GRAPH (highlight your answers - refer to the graph below)
1. According to the graph, about _____ percent of women worldwide can read and write.
   A. 77
   B. 83
   C. 90
   D. 26

2. In Afghanistan, the female literacy rate is _____ percentage points lower than the male literacy rate.
   A. 39
   B. 34
   C. 27
   D. 21
3. In which of these countries is the female literacy rate higher than the male literacy rate?
   A. Brazil
   B. Germany
   C. Kenya
   D. China

4. In which of these countries is the male literacy rate more than 60 points lower than the global average?
   A. Afghanistan
   B. Niger
   C. Brazil
   D. India

5. Which is true of the U.S. female literacy rate?
   A. It is the same as Germany's.
   B. It is about 5 points higher than China's.
   C. It's the same as the U.S. male literacy rate.
   D. all of the above

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**The Literacy Divide**

In the article "Afghanistan's Romeo & Juliet," 18-year-old Zakia has trouble using a cellphone because she has never learned to read. That's hardly unusual in Afghanistan. Largely because of its history of excluding girls from education, the country has a literacy rate for women that's far below the literacy rate for men. In fact, its female literacy rate is one of the lowest in the world. The bar graph at right shows how Afghanistan's literacy rates stack up to rates in some other countries. For the purposes of the graph, literacy rate is defined as the percentage of men or women age 15 and older who can read and write.