



Grades 7–8

Standardized Test Practice LONG READING PASSAGES

16 Reproducible Passages With Test-Format Questions
That Help Students Succeed on Standardized Tests

Michael Priestley

New York • Toronto • London • Auckland • Sydney
Mexico City • New Delhi • Hong Kong • Buenos Aires

**Teaching
Resources**

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Introduction

Many statewide assessments and standardized tests now feature a greater variety of reading passages and passages of greater length than in the past. It is not uncommon for students to encounter reading passages that are four, five, or even six pages long. In addition to longer passages, many tests now include both multiple-choice and written-response questions, which may be worth 2 to 4 points.

Students are more likely to succeed on tests like these if they experience this kind of challenging comprehension task beforehand. That's the main purpose of this book: to help prepare students for reading and responding to longer reading passages.

How to Use This Book

This book provides 16 reading passages (both prose and poetry) ranging from two to four pages in length—and from Grade 7 to Grade 8 in reading level. Each passage has 6 to 10 questions, including both multiple-choice and written-response. You may want to have students work through all of the 16 passages in sequence, or you may use them in any order. For example, you might select passages that relate to the subject-area content that you are covering in class at a given time.

- For each passage that you choose, make a copy of the passage and the questions for each student.
- Have students read the passage and then answer the questions on the page—by marking the answer circles or writing their answers on the lines provided.
- After students have answered all of the questions, you can score their responses by referring to the answer key at the back of this book.
- You and your students may want to monitor their progress by recording their scores on the Student Scoring Record (page 96).

The answer key gives the correct answers to multiple-choice questions and example responses for written-response questions. In addition, the answer key indicates the reading comprehension or vocabulary skill tested by each question. You may find this information useful when evaluating which questions students answered incorrectly and planning for the kinds of instructional help they may need.

Scoring Responses

The comprehension practice activities in this book include multiple-choice items and two kinds of written-response questions. Each multiple-choice item is worth 1 point. Written-response questions may be worth 2 points or 4 points. (The number of points is indicated in parentheses at the end of the question.) Two-point responses generally require two parts or two pieces of information. Four-point responses generally require four parts or four pieces of information. Requirements and the point value for these responses are outlined in the answer key. You may award full or partial credit for a student's written response to a question. For example, on a 4-point question, students may earn 0, 1, 2, 3, or 4 points for a response, which follows the method of most standardized tests.

Name _____ Date _____

Directions: Read "Superflash." Then answer questions 1–6.

Superflash



As the applause ended, the crowd of kids that had gathered around our band rehearsal drifted away. I couldn't keep the grin off my face as I plunked out a series of random notes on my keyboard.

"That was the best rehearsal we've ever had!" said Kenzie, our lead singer, as she twirled across the school's auditorium stage.

Mike, our guitar player, played riffs on his electric guitar. "Hey, Devlin, did you hear how they cheered when you did your drum solo?"

His cousin Devlin sat grinning, his foot keeping a beat with the bass drum.

Mike took a flying slide across the stage. "That settles it! Rob's out, and Devlin's our new drummer! What do you say, Justin?"

The grin on my face froze. "You want to replace Rob?" I stammered.

Rob is my best friend and our band's drummer. The trouble is that Rob's away on a class trip until Wednesday, and the student council asked us to play at a dance on Friday. We needed to practice, so Mike's cousin Devlin offered to sit in for Rob.

As I disassembled my keyboards, Mike and Kenzie came over, and we all watched Devlin stride up the aisle to get a drink.

"He really is great!" Kenzie whispered as she put down her bass. "I never knew our songs could sound that good. Maybe we could really become famous."

"The student council will definitely request us for all of their dances if Devlin's our drummer," Mike said excitedly.

"Are you both nuts?" I was practically shaking. "I agree that Devlin's a great drummer, but Rob *is* Superflash. He wrote all our songs, he picked *us* for *his* band, and now you're talking about replacing him after one practice?"

"Listen, Justin, that's how it is in the music business—you go where the talent is," Mike argued. "And you can't deny that Devlin drums circles around Rob. Did you hear him? Did you see those kids dancing?" Mike thumped me on the back. "Come on Justin, old buddy, we'll explain everything to Rob when he gets back, and he'll understand."

"I don't think he'll understand being kicked out of his own band," I muttered under my breath. My hands shook as I rolled up my electric cords.

"With Devlin in our band this Friday," Mike continued, "the whole school will realize that we're rock stars!"

"You're right!" Kenzie shrieked. "I can't wait."

"Justin?" Mike's eyes pleaded with me.

I took a deep breath as I thought about what to say. I was excited about playing in front of the whole school, but I couldn't let my best friend down.

"I can't, Mike," I said. "Rob loves this band, and it's wrong to cut him out. If you want to expel Rob, then I guess you'll have to find yourself another keyboard player."

"Wait a minute, guys," said Devlin as he came back down the aisle. "I heard what you were discussing, and I don't want to mess up what you have. Keep Rob as your drummer. I can play other instruments." He grabbed a saxophone from among the band instruments, and the next thing we knew, the auditorium overflowed with sweet-sounding music.

"Wow," Kenzie said, her eyes wide.

"I guess that solves that problem," Mike said.

I heaved a huge sigh of relief, knowing that Rob was back in. But as I listened to Devlin's saxophone accompany Mike's guitar, I felt a distance growing between Mike and me. Maybe one day Mike would move on to a different group, and Rob and I would branch out and start something new. For now, Superflash would be going on stage with Devlin as our "guest player," and we all knew already that Friday night would be a performance to remember.

Name _____ Date _____

Questions 1–6: Choose the best answer to each question, or write your answer on the lines provided.

1. What was the main problem in this story?

- (A) A band called Superflash was not ready to play at a dance.
- (B) No one in the band liked the lead singer or her voice.
- (C) Some members of the band wanted to replace the drummer.
- (D) Devlin was new to the school but was trying to take over the band.

2. Why was Devlin playing drums with the band? Explain. (2 points)

3. “As I disassembled my keyboard, Mike and Kenzie came over.”

What does disassembled mean?

- (A) played
- (B) put together
- (C) tuned
- (D) took apart

4. Who is the narrator of this story?

- (A) Justin
- (B) Rob
- (C) Devlin
- (D) an outside observer

Name _____

Date _____

5. Explain how the conflict in this story was resolved. (2 points)

6. Which sentence best states the theme of this story?

- (A) People must be willing to sacrifice almost everything for success.
- (B) Loyalty to friends is more important than a few moments of fame.
- (C) A band without a saxophone will not be very popular.
- (D) Problems usually work themselves out if you don't try to influence others.

Name _____

Date _____

Directions: Read "The Prince of Pop Art." Then answer questions 1–6.

The Prince of Pop Art

"In the future, everyone will be world-famous for 15 minutes," claimed pop artist Andy Warhol. Known as the "Prince of Pop," Warhol was an American legend. He became obsessed with fame and famous celebrities, and he had an enormous influence on American art and culture.

During his lifetime, Warhol was a painter, filmmaker, record producer, actor, and author. He was also an outlandish public figure. He socialized with everyone from street people to Hollywood celebrities to a president's wife.

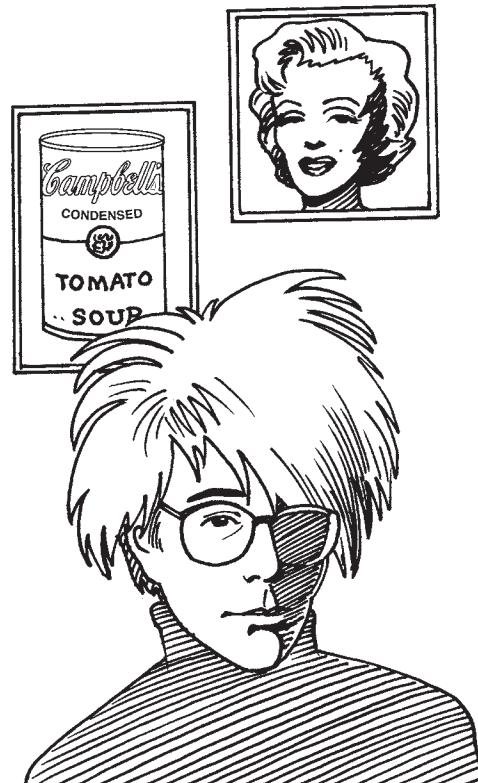
Warhol's "popular art" sparked an artistic revolution by asking the question, "What exactly is art?" Warhol also changed the idea of what it meant to be an artist.

Warhol was born in 1928 in Pittsburgh, Pennsylvania, the son of Slovak immigrants. His talent for drawing and painting emerged in high school. Then Warhol entered the commercial art program at the Carnegie Institute of Technology in Pittsburgh. He graduated in 1949 and moved to New York City to find fame.

Warhol's first big break came in August of that year. The editor of *Glamour* magazine asked him to illustrate an article. His real name was Andrew Warhola. But when the *Glamour* article was published, the credit mistakenly read "Drawings by Andy Warhol." So he dropped the "a," and Warhol was born.

Warhol became a successful business illustrator. He developed a unique style of repeating ink images with slight color changes. In 1956, he had an important exhibition at New York's Museum of Modern Art.

In the sixties, Warhol rebelled against the era's definition of fine art. His pop art included painting pictures of common, familiar images,



such as dollar bills, celebrities, brand-name products, and newspaper clippings. Some of Warhol's famous pieces include images of Campbell's Soup cans, Coca-Cola bottles, and portraits of celebrities, such as Marilyn Monroe and Mick Jagger.

In 1962, he founded The Factory. It became a studio teeming with artists, writers, musicians, and famous celebrities. Spurning the concept that every work of art must be unique, Warhol started mass-producing his silkscreens. He often had assistants taking photographs of his works and reproducing most of his paintings.

By the end of the 1960s, Andy Warhol had become a celebrity himself. His image was as famous as his celebrity portraits. With his white-blond hair and eccentric clothing, he appeared in newspapers, magazines, television, and film. Warhol's pop art grew to include album covers, more than 300 films, and collaborations with musicians and authors.

On June 3, 1968, a writer named Valerie Solanas, who had appeared in one of Warhol's films, shot and seriously wounded him. Apparently, they'd had some kind of disagreement over a play she had written. Recovering from this near-fatal wound took a while.

After recovering, Warhol changed from mass-producing art to making individual portraits of the rich and famous. He founded *Interview*, a gossip magazine for celebrities. In 1975, he published *The Philosophy of Andy Warhol*. In this book he is quoted as saying, "Making money is art, and working is art, and good business is the best art."

Andy Warhol died on February 22, 1987, at the age of 59 after gall bladder surgery. More than 2,000 celebrities, artists, musicians and influential people attended his funeral.

In May of 1994, The Andy Warhol Museum opened in Pittsburgh to honor the painter and his work. Warhol's pop art is also exhibited in many other museums all over the world. The most important artist in the 1960s pop art movement in America attained fame like no painter before him.

Name _____ Date _____

Questions 1–6: Choose the best answer to each question, or write your answer on the lines provided.

1. Which sentence best states the main idea of this passage?

- (A) Andy Warhol grew up in Pittsburgh and moved to New York City in 1949.
- (B) In the future, everyone in America will be famous for 15 minutes.
- (C) Andy Warhol was a famous artist who influenced American art and culture.
- (D) The only good art is art that makes a lot of money.

2. Most of the information in this passage is organized by —

- (A) problem and solution.
- (B) chronological order.
- (C) comparison and contrast.
- (D) steps in a process.

3. Which sentence from the passage states an opinion?

- (A) During his lifetime, Warhol was a painter, filmmaker, record producer, actor, and author.
- (B) He was also an outlandish public figure.
- (C) Warhol was born in 1928 in Pittsburgh, Pennsylvania, the son of Slovak immigrants.
- (D) Warhol's first big break came in August of that year.

Name _____

Date _____

4. What happened soon after Warhol was shot by Valerie Solanas?

- (A) He founded the magazine *Interview*.
- (B) She wrote a play about him.
- (C) He started a studio called The Factory.
- (D) The Andy Warhol Museum opened.

**5. Describe Warhol's development as an artist, from 1949 to 1975.
Use details from the passage to support your answer. (4 points)**

6. Which would be the best reference source to find more information about Andy Warhol's life?

- (A) dictionary
- (B) history textbook
- (C) newspaper
- (D) online encyclopedia

Name _____

Date _____

Directions: Read “Learning From Nature.” Then answer questions 1–6.

Learning From Nature

Humans are constantly looking for new and better solutions to the problems we face in our daily lives. What is the best way to get energy to light our homes? How can we create strong and lasting building materials? What is the best way to grow healthful food? There are many ways to approach these problems. One new school of thought suggests that answers can be found all around us in nature. This idea is called “biomimicry.”

Biomimicry uses the natural world as a teacher. Many of our current technological solutions focus on *using* other organisms or natural systems. Biomimicry, on the other hand, focuses on *copying* them. The Latin roots of the word are *bios*, meaning “life,” and *mimesis*, meaning to “mimic or imitate.” The basic idea proposes that we don’t have to reinvent the wheel. If other organisms have already found a solution to a problem, we can copy that solution instead of starting from scratch. Furthermore, these nature-based solutions won’t harm the environment.

The fundamental ideas of biomimicry are certainly not new. For example, people tried to design airplanes long ago by watching birds fly. Humans in all cultures have sought solutions to their problems by observing other organisms. But biomimicry takes advantage of the vast leaps we have recently made in science and technology. We can now use our technology to discover the molecular structure of a shell or the chemical composition of tree sap.

Take, for instance, the challenge of keeping a building clean without using lots of toxic chemicals. Instead of trying to design new chemical cleaners that are less toxic, a team of German scientists wondered how other organisms stay clean. They decided to study the lotus plant. The large, flat leaves of the lotus must stay clean in order to gather sunlight. Lotus plants grow in muddy shallow waters yet somehow manage to stay free of dirt.

When the scientists looked at a lotus leaf under a microscope, they discovered that the surface of the leaf was not smooth.



Instead, it looked like it was covered with mountains. The tiny peaks stopped dirt particles from sticking to the surface of the leaf. They also made raindrops form into balls instead of spreading out. As the drops rolled off the leaf, they lifted the dirt and carried it away, just like a snowball lifting leaves off a lawn. Apparently, many other kinds of leaves also act like this to keep themselves clean.

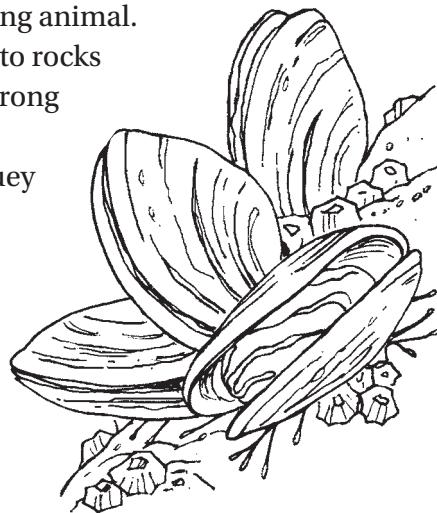
The team of scientists developed a type of paint based on the structure of the lotus leaf. The paint has a similar “mountainous” surface when it dries. When the paint is used on the outside of buildings, rainwater washes the dirt away. Since the paint doesn’t collect dirt, it doesn’t need to be cleaned with chemicals.

Another important idea in biomimicry is that humans should try to copy the way that natural systems work. In the natural world, systems create very little overall waste. If one organism creates a waste product, there is almost always another organism that can use it. For instance, plants make food for themselves by turning carbon dioxide into sugar. They give off oxygen as a waste product. Animals need that oxygen to live. They breathe in the oxygen and give off carbon dioxide as a waste product. There are countless similar arrangements in the natural world.

In contrast, many of today’s industrial practices create toxic waste products that are not useful to other organisms. Many of the products themselves are toxic, too. In a world based on the ideas of biomimicry, all products and waste products would be returned to the environment to be used again.

One way of designing nontoxic products is to copy organisms like the mussel. This small creature is truly remarkable. At first glance, the mussel doesn’t look spectacular, but it has been a great inspiration to human inventors. It is a small sea creature that protects itself with twin shells, and often doesn’t even look like a living animal. However, mussels are extremely good at sticking to rocks on the wave-beaten shoreline. They make very strong sticky threads that essentially glue them in place. What’s more, they can make this super-strong gluey substance under water.

A scientist named Dr. Kaichang Li was trying to figure out how to make a less toxic glue for use in kitchen cabinets. Most modern kitchen cabinets are made with glue that contains a toxic chemical. Dr. Li knew that a replacement glue would need to work just as well without that chemical. It would have



to be strong, cheap, and able to resist water. Walking on the beach one day, Dr. Li noticed that the answer was right in front of him. Mussels were everywhere, clinging to the rocks in the water. After studying how the mussels made their sticky threads, he created a similar, nontoxic glue out of soybeans. Other scientists are also studying the mussel's threads to develop nontoxic glues for use under water.

Scientists and engineers all over the world are seeking and finding solutions from other organisms. They are studying plants to learn how to harness solar power. They are studying spider webs to help them invent stronger fibers. They are studying seashells to discover how to make materials both strong and lightweight. Prairie ecosystems are providing lessons about sustainable farming. Termite mounds are teaching us how to cool our buildings without air conditioning. All around us, the natural world is providing inspiration for new technology.

Questions 1–6: Choose the best answer to each question, or write your answer on the lines provided.

1. What is the main idea of this article?

- (A) Lotus leaves inspired scientists to create a new kind of paint.
- (B) Technology for humans needs to be less toxic.
- (C) Studying plants and animals can help us develop new technologies.
- (D) Researching plants and animals requires a great deal of money.

2. Most of the information in this article is organized by —

- (A) order of importance.
- (B) cause and effect.
- (C) problem and solution.
- (D) comparison and contrast.

Name _____ Date _____

3. “The basic idea is that we don’t have to reinvent the wheel.”

Which word is a synonym for basic?

- (A) fundamental
- (B) natural
- (C) chemical
- (D) harmful

4. The author of this article would probably agree with which of these statements?

- (A) Technology has only created more problems for people.
- (B) Biomimicry is not a practical approach to science.
- (C) Copying other species can save people a lot of money.
- (D) Biomimicry is an important new field in science.

5. What evidence from the article supports the idea that studying animals can help us solve environmental problems?

- (A) We can now use technology to find the chemical composition of sap.
- (B) Dr. Li created a new glue based on the mussel’s threads.
- (C) A team of German scientists wondered how other organisms stay clean.
- (D) Animals breathe in oxygen and give off carbon dioxide as a waste product.

6. The article tells how lotus leaves inspired German scientists to develop a new kind of paint. Explain how this paint is like the lotus leaves. (2 points)

Name _____ Date _____

Directions: Read “The Man, the Tiger, and the Jackal.” Then answer questions 1–7.

The Man, the Tiger, and the Jackal

(A Folk Tale From India)

While traveling along a jungle path one day, a man heard a pitiful cry coming from the edge of the forest. He found a tiger caught in a trap, gnashing his teeth and weeping at his lost freedom.

“Oh, please,” cried the tiger when he saw the man, “let me out of this trap! I was just out hunting and minding my own business when I accidentally got caught, and if you don’t let me go, I will certainly starve to death.”

“Definitely not,” replied the man, “for if I were to let you out, you would surely devour me.”

“No, I would not,” cried the tiger, and he swore a solemn oath. “I swear that if you release me from this cage, I shall be your faithful servant forever and shall only consume creatures that you have allowed me to eat.”

The man took pity on the wretched tiger, but as he slipped the latch to open the door of the cage, the tiger leapt out and grabbed him by the arm.

“What a foolish man you are to trust a tiger! Now I’ve got you, and you shall be my dinner.”

The man pleaded with the tiger, and somehow his fear and the tiger’s teeth on his arm sharpened his wits. He made a very convincing argument and finally persuaded the tiger to at least let him argue his case before three judges. He felt confident that everyone would take his side against the tiger.

First the man turned to an old, gnarled tree with leafy branches that were shading the path.

“I don’t see why you are complaining to me,” said the tree unsympathetically. “Just consider my situation, if you feel unfortunate! I stand here day and night, offering shelter to every passerby who needs it, and how do they return the favor? They rip off my leaves to feed to the cattle. You should cease your sniveling and accept your fate.”



This was not the response the man had been anticipating, and he began to feel even more miserable. Next he approached a withered old water buffalo that was tethered to a nearby waterwheel.

"Don't expect any sympathy from me," the buffalo retorted. "You must be a fool to think that anyone would be grateful for your charitable deeds. Just consider my situation, if you feel you have been wronged! When I was younger, I gave people all of my milk so they would have nourishment, but now they repay my devotion with difficult labor and meager rations."

The man was beginning to despair. As a last resort, he turned to the path itself and requested its opinion.

"This world brings nothing but injustice," declared the path emphatically. "Just consider my situation, if you want a fine example! I am helpful to all travelers, whether they are wealthy or destitute, important or insignificant, gigantic or small. I let them travel upon me to ease their journey, and, in return, they give me a kick in the face and utter disregard. No, you must be a fool to expect to find justice here."

Since the three judges had all ruled against him, the man felt obliged to give himself up to the tiger and become his next meal. As he glumly turned back to face his adversary, a jackal came along the road, whistling cheerfully and swaggering along as if he had no care in the world. The jackal came to a sudden halt when he saw the downcast man.

"Whatever could have happened to make you look so thoroughly dejected?"

When the man had finished telling the jackal his story, the jackal shook his head. "I don't understand this story," he said, evidently quite perplexed. "The proceedings are not making sense to me. Would you forgive my lack of intellectual prowess and recount your tale once more?"

The man repeated the entire story, but the jackal just shook his head again. "No," he said, "I can't get this story straight in my head. Perhaps if I were to see the scene where the events occurred, I would achieve some clarity."

So the man and the jackal went back to the trap, where they found the tiger sharpening his claws with a savage gleam in his eye.

"Aha," cried the tiger, licking his lips in anticipation, "I see that my dinner has arrived."

The man turned to the tiger and begged, "Oh, please, just another moment. I need to clarify something for this jackal, who is not the most intelligent of creatures."

The tiger grudgingly acquiesced, and the man explained his story again, making it last as long as possible.

"Oh, dear," exclaimed the jackal, rubbing his head furiously, "I just can't quite get it straightened out. Let me see now, if you were in the cage when the tiger came walking by . . ."

"No, jackal, you are a fool," interrupted the tiger. "I was the one trapped in the cage."

"Ah, yes, of course," exclaimed the jackal. "I was in the cage when the tiger walked by . . . No, no, I was in the tiger when the cage walked by . . . No, that can't be right! Oh, my poor head is spinning, and I can't get it straight. You'll just have to carry on with your dinner because I'm afraid I'll never be able to understand."

The tiger, annoyed by the jackal's stupidity, was determined to set him straight. "Now, look here, it's not that complicated," he snarled. "I am the tiger, this is the man, you are the jackal, and this here is the cage," he said angrily, pointing a gigantic, sharpened claw at each of them.

"Yes, yes, I see," squeaked the jackal, trembling with fright.

"Now, *I* was in the cage," continued the tiger, nearly knocking the jackal to the ground as he swept his massive paws around. "Do you comprehend that?"

"Yes, mighty one, I see that, well, no, not entirely . . ."

"What could you possibly not understand?" cried the tiger, at his wit's end with impatience and frustration.

"Well, if you please," stammered the jackal, cowering away from the tiger's wrath, "how did you get into the cage?"

"How do you think I got in, you fool? In the usual way!"

"Oh, don't be furious with me," pleaded the jackal in a tremulous voice that was barely audible, "but what is the usual way?"

In great irritation, the tiger jumped up and leapt into the cage. "This is the usual way!" he bellowed. "Have you finally got it through your thick head how a tiger could get into a trap?"

The jackal slammed the cage door tightly shut and swiftly secured it.

"Ah, yes," said the jackal, grinning slyly, "now I can see the situation quite clearly."

Name _____

Date _____

Questions 1–7: Choose the best answer to each question, or write your answer on the lines provided.

1. What will most likely happen next?

- (A) The tiger will escape from the trap.
- (B) The jackal will have the man for his dinner.
- (C) The man will thank the jackal for saving him.
- (D) The man will kick the path, the tree, and the buffalo.

2. What feature of this passage makes it a folk tale?

- (A) It has dialogue between humans and animals.
- (B) It originally came from India.
- (C) It takes place in a jungle during the day.
- (D) It begins with a man traveling along a road.

3. Why did the man release the tiger?

- (A) He was afraid of the tiger.
- (B) The tiger promised not to eat him.
- (C) He knew he could defeat the tiger.
- (D) The three judges took his side against the tiger.

4. Why doesn't the tree rule in favor of the man?

- (A) The man took his leaves to feed to the cows.
- (B) The man was standing in its shade.
- (C) The tree is too old to consider such trivial matters.
- (D) The tree believes that the world is unjust.

Name _____ Date _____

5. Read this sentence from the passage.

**"I let them travel upon me to ease their journey, and, in return,
they give me a kick in the face and utter disregard."**

**If the word *regard* means "respect or consideration," what does
the word disregard mean in this sentence?**

- (A) a state of respect
- (B) lack of respect
- (C) one who shows respect
- (D) of or like respect

6. Which word best describes the jackal?

- (A) foolish
- (B) timid
- (C) dull-witted
- (D) cunning

**7. Describe the responses of the tree, the water buffalo, and the
path, and tell how they are all similar. (4 points)**

Name _____

Date _____

Directions: Read “The Ohio River.” Then answer questions 1–10.

The Ohio River

The name “Ohio” comes from Iroquois words meaning “the great river.” Though it is far from the longest river in the United States, the Ohio River has the third largest volume of water flowing from its mouth. It contributes more water to the Mississippi River than any other river. The Ohio River has played an important role in the history of the United States. To this day, it remains one of the most important rivers in the country.



River Facts

The Ohio River begins in southwestern Pennsylvania at the modern-day city of Pittsburgh. Here the Allegheny and Monongahela rivers flow together to form the Ohio. The Ohio River travels northwest to the Pennsylvania-Ohio border. Then it turns southwest to form the border between Ohio and West Virginia. The Ohio River also forms the northern border of Kentucky, dividing it from Ohio, Indiana, and Illinois. After flowing 981 miles from Pittsburgh, the Ohio River empties into the Mississippi River.

The Ohio River Basin, an area in which many streams and rivers flow into the Ohio River, covers about 204,000 square miles. It stretches south all the way through Tennessee and north into New York. Other major rivers that flow into the Ohio River are the Tennessee, Cumberland, Wabash, and Kentucky rivers.

Early History

Although European settlers knew of the Ohio River as early as 1669, it served mainly as a border in colonial times. In several treaties, it divided European settlers from the native peoples of the area. Europeans stayed south of the river in Kentucky. The Native Americans continued to live north of the river in what was known as the Ohio Country. Finally realizing its strategic importance, the British and French began fighting

for control of the Ohio River in the 1750s. Yet when the British secured the river in 1763, they did not allow settlement of the valley.

After the Revolutionary War, the new United States of America won control of the Ohio River from the British. Rather than prohibiting settlement, the American government encouraged it. The Northwest Ordinance of 1787 created the Northwest Territory. This was a vast amount of land including much of the modern-day Midwest. Areas of the territory could become states once they had a large enough population. The Ohio River formed the southern border of the territory and provided one of the main routes west for settlers. Some of the first permanent settlements in the Northwest Territory were built on the Ohio River's banks. These cities included Marietta, Steubenville, and Cincinnati.

As settlers in the region began to farm and manufacture goods, the Ohio River also served as the main transportation route to eastern markets. Transportation along the river led to an early boom in manufacturing, and the area is still a major industrial center. The Ohio River Valley quickly became one of the most populated regions of the United States.

The Age of Canals

However, the Ohio River was not always easy to navigate. It could become too shallow in the summer and full of ice in winter. It also included a dangerous section of rapids. In order to move goods to and from the Ohio area more easily, engineers built an extensive series of canals. Work on the famous Erie Canal was completed in 1825. The Erie Canal stretched 363 miles from Buffalo to Albany, New York. It connected Lake Erie with the Hudson River and the markets of New York City. By 1832, the Ohio-Erie Canal linked the Ohio River with Lake Erie, and thus to the markets of New York. Many other canals were built to connect different areas to the new shipping system. A canal also bypassed the dangerous rapids in the Ohio River. At the peak of the canal period, the state of Ohio alone contained almost 1,000 miles of canals.

Trade flourished on the canal system until 1855 when the railroads came through. Although barges were still used after that to transport some bulky items, such as coal, the railroads soon took almost all of the freight business. By 1903, more money was made by selling water from canals to local businesses than by shipping goods along them.

Recent Developments

After World War II, engineers built a new system of flood controls and dams on the Ohio River. These structures also made the river much easier

to navigate, and it became an important trade route again. Today, around 230 million tons of cargo are transported on the Ohio River each year.

Unfortunately, the large numbers of people and industries in the Ohio River Valley in the 1900s led to environmental problems. Industries dumped waste into the same water people were drinking. By 1948, pollution in the Ohio River was so severe that eight states in the Ohio River Basin created the Ohio River Valley Sanitation Commission (ORSANCO). ORSANCO was charged with improving water quality in the Ohio River Basin, and it is still running today. ORSANCO works to set pollution control standards so that the Ohio River is safe for recreation, wildlife, home use, and industry.

Questions 1–10: Choose the best answer to each question, or write your answer on the lines provided.

- 1. In which section of this passage should you look to find the length and location of the Ohio River?**
 A River Facts
 B Early History
 C The Age of Canals
 D Recent Developments

- 2. “The Ohio River has played an important role in the history of the United States.”**
Which detail sentence from the text best supports this statement?
 A After the Revolutionary War, the new United States of America won control of the Ohio River from the British.
 B The Ohio River formed the southern border of the territory and provided one of the main routes west for settlers.
 C At the peak of the canal period, the state of Ohio alone contained almost 1,000 miles of canals.
 D ORSANCO works to set pollution control standards so that the Ohio River is safe for recreation, wildlife, home use, and industry.

3. Which of these events took place *before* the Northwest Territory was created?

- (A) Engineers built a series of canals to bypass the Ohio's rapids.
- (B) The pollution in the Ohio River became severe.
- (C) Cincinnati became one of the first permanent settlements in Ohio.
- (D) The United States won control of the Ohio River.

4. Why did shipping goods by canal barge become unprofitable?

- (A) Railroads came through the area.
- (B) The Erie Canal was never completed.
- (C) Canal water was sold off to businesses.
- (D) Manufacturing in the area declined.

5. If you wanted to see a map showing the population distribution in the Ohio River Valley, which reference source would be the best to use?

- (A) almanac
- (B) atlas
- (C) encyclopedia
- (D) dictionary

6. “Transportation along the river led to an early boom in manufacturing, and the area is still a major industrial center.”

What does the word boom suggest in this sentence?

- (A) Manufacturing was unsuccessful in the area.
- (B) Transportation destroyed the manufacturing in the area.
- (C) Manufacturers along the river took over the transportation industry.
- (D) The amount of manufacturing in the area increased very quickly.

Name _____

Date _____

- 7. According to the map, the Ohio River meets the Mississippi River in what city?**

- (A) Pittsburgh, PA
- (B) St. Louis, MO
- (C) Cairo, IL
- (D) Detroit, MI

- 8. Using information from the map and the passage, explain how, by 1832, farm products could be shipped by water from the Ohio River to New York City. (2 points)**

- 9. “ORSANCO was charged with improving water quality in the Ohio River Basin, and it is still running today.”**

What does the word charged mean in this context?

- (A) sent the bill for
- (B) accused
- (C) given responsibility for
- (D) attacked

- 10. Explain how the Ohio River helped encourage settlement of the Ohio River Valley in the early 1800s. Use details from the text to support your answer.
(2 points)**

Name _____

Date _____

Directions: Read “The Battle of the Bass.” Then answer questions 1–8.

The Battle of the Bass

Tracy’s parents loved to tell the story about the piano bench. When Tracy was three years old, her family had visited a friend named Herbert who played the piano. Tracy was so enthralled by the instrument that she had made him play song after song. When Herbert let her sit at the keyboard, she wanted to play every single note. So thorough was her concentration as she walked her fingers up the keys that she eventually fell right off the end of the piano bench, and she still had a scar on her arm to prove it.

The trauma of the piano bench incident hadn’t scared her away from music, though. In fact, she wouldn’t stop talking about the piano until her parents bought her a toy keyboard. As soon as she was old enough, she asked for a violin. Since Tracy’s parents were amazed and proud of her talent, they tended to tell the piano bench story a little too often. (“Well, that’s the way it all started!” her mother would exclaim when Tracy tried to stop her from launching into it yet again.) However, they drew the line when she asked for an electric bass so she could start a band with her friends.

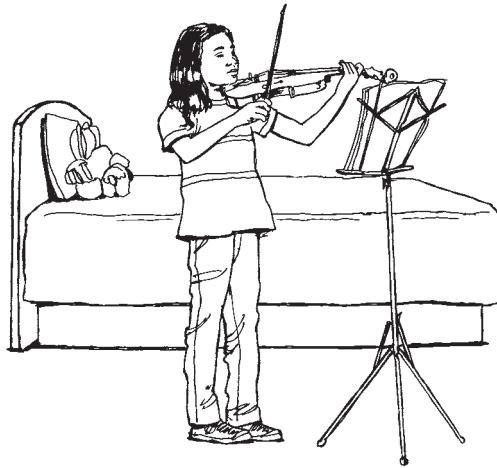
“No way,” said her father. “You’re a talented musician, and you’ll go far with the instruments you play. If you waste your time on a rock band, how will you have time to practice for the orchestra?”

“Rock bands are not a waste of time!” Tracy had countered. “You listen to old-people rock bands all the time.”

Somehow her father was not persuaded, so Tracy decided to start saving her own money.

The day that Tracy brought home her bass and amplifier, she spent all evening in her room learning the basics. She found that her knowledge of the violin helped her to master scales and simple bass lines quickly. Then she began listening to her favorite CDs and picking out the bass parts.

Soon the band was practicing twice a week in her friend Karishma’s basement. Karishma’s father was a drummer, and he let Karishma use his drum set and microphones. Their friend Matt had been playing guitar since he was seven, and Lamar took on the vocals and keyboards. They wrote their own songs and covered their favorite bands.



Name _____

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Tracy's parents were quietly furious, and they nagged her constantly about practicing for orchestra.

"I'm doing just fine in orchestra, Mom!" cried Tracy, waving her report card at her mother.

"You didn't do as well as usual in math this quarter, though," replied her mother, scrutinizing the report card. "You're obviously spending too much time with the rock band, so from now on, no more rock music during the week."

Tracy was indignant. The Battle of the Bands, one of the most important annual events in the city, was coming up in just about a month. The first-place band would get to record at a professional studio, and the recording would be played live on the local radio station. The winning band from three years earlier had gotten a record deal after a music executive heard them on the radio, and Tracy's band was hoping to follow in their footsteps.

Now Tracy was stuck at home on weekdays. Although she enjoyed the extra time to practice violin, the band desperately needed more rehearsals. They still hadn't written any songs that were good enough for the competition.

"What we really need," said Lamar during their Saturday rehearsal, "is something to make us stand out. They've just set the schedule for the competition, and we're on second. Since we only get to play two songs, we need something that will make everyone remember us when they vote at the end."

"I think I have an idea," said Tracy as she turned and then ran all the way home.

"Where are you going?" called Tracy's mother as she scampered back to the front door clutching her violin.

"I've got a solo," she said quickly, pointing at the violin. "It's more of a quartet, really, so I've got to practice with . . . the other musicians." Tracy ran out the door before her mother could ask any questions.

That night at dinner, Tracy's mother was excited to hear more about her daughter's solo.

"What piece are you playing," she asked, "and when is the concert? I don't remember any orchestra concerts coming up on the school calendar."

"Well . . ." Tracy hesitated. She hated being dishonest with her parents, but she didn't want to disappoint her friends either. "It's a special performance of an original piece, coming up in three weeks. Will you come to see me play?"

Tracy's parents now happily let her go out to practice on weekdays, and she brought her violin to band rehearsal feeling guilty. The band's steady progress made her feel better, though, and she couldn't wait to compete.

In three weeks, Tracy's parents drove her to the high school gymnasium where the Battle of the Bands took place. The stage was set up at the far end with a giant banner announcing the event, and the room was full of young people talking excitedly. The local rock station had set up a booth and was broadcasting loudly into the gym. Tracy could see that her parents were becoming increasingly angry.

"I told you this was a special performance," she pleaded.

Tracy ran off to find her friends before her parents could decide to drag her back home. Then, out of the corner of her eye, she watched them glaring and covering their ears through the first band's performance.

Their disapproving looks did not disappear as Tracy took the stage with her bass, but when her band pulled off their first song perfectly, she could see her father start to nod. Then, in the middle of the second song, Tracy put down her bass and pulled out her violin. Her parents certainly couldn't argue that she didn't have a solo, and the crowd went wild as she crescendoed to the end of the song, so wrapped up in the music that she forgot to watch where she was standing. As she hit the last note, she stepped forward triumphantly—and fell right off the stage.

The gym erupted in both cheers and laughter as Tracy picked herself up from the floor. She didn't know whether to laugh or cry, but at least she knew her band would be remembered. Looking up, she saw the radio DJ coming toward her and felt her face go even redder.

"Hey," he said, "I thought you guys were terrific, and I want you to come play on the radio whether you win or not."

As Tracy thanked the DJ, she saw her parents coming toward her, and they were no longer glaring.

"Well," said her mother, brushing Tracy off and examining the new gash on her arm, "I guess this must be the start of something new. At least now I'll have a new story to tell!"

Name _____

Date _____

Questions 1–8: Choose the best answer to each question, or write your answer on the lines provided.

1. Which event took place first?

- (A) Tracy began playing in a band.
- (B) Tracy began playing the violin.
- (C) Tracy saved her money for a bass.
- (D) Tracy was asked to play on the radio.

2. Which theme best fits this passage?

- (A) Honesty is the best policy.
- (B) Music has the power to change people.
- (C) People should be allowed to follow their dreams.
- (D) Parents and children cannot understand one another.

3. “Tracy was so enthralled by the instrument that she made him play song after song.”

What does the word enthralled mean in this sentence?

- (A) fascinated
- (B) scared
- (C) confused
- (D) strengthened

Name _____ Date _____

- 4. “Tracy’s parents now happily let her go out to practice on weekdays, and she brought her violin to band rehearsal feeling guilty.”**

Why did Tracy feel guilty?

- (A) She had not practiced the violin enough.
- (B) She lied to her parents about what she was doing.
- (C) She did not tell her friends about her problem.
- (D) She was not supposed to leave the house with her violin.

- 5. What can you conclude from the way the story ends?**

- (A) Tracy’s parents will support her participation in the rock band.
- (B) Tracy will become a famous musician.
- (C) Tracy’s fall ruined her band’s chance to become popular.
- (D) Tracy’s parents will no longer let her play in orchestra.

- 6. Which word best describes Tracy?**

- (A) selfish
- (B) clumsy
- (C) dishonest
- (D) determined

Name _____

Date _____

7. Why did Tracy invite her parents to the Battle of the Bands?

- (A) She needed a ride to the high school.
- (B) She wanted to prove to her parents that she was playing in the orchestra.
- (C) She wanted her parents to appreciate her music.
- (D) She felt that they owed her a favor.

8. At the end of the passage, Tracy's mother says, "I guess this must be the start of something new. At least now I'll have a new story to tell!"

Explain what she means by this statement. Use details from the story to support your answer. (2 points)

Name _____

Date _____

Directions: Read “The Carnival of Venice.” Then answer questions 1–8.

The Carnival of Venice

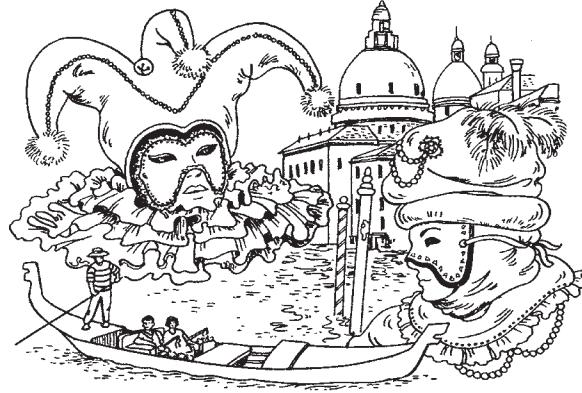
For two weeks of the year, the city of Venice, Italy, is transformed. The streets fill with masked partygoers, and the squares are full of music. Entertainers come from around the world to perform in the celebration. Tourists flock to the city by the thousands. This annual festival is called Carnival. It is the biggest event of the year in Venice.

Carnival is a very old tradition in Venice. It began more than 700 years ago. But its roots can be traced all the way back to the ancient Roman celebration of Saturnalia, which was a religious festival that took place in December. During this holiday, the social order was turned on its head. Slaves feasted with their masters and were allowed to insult and scold them. Outrageous behavior was expected. In one tradition, a master chose a “King of Chaos” from among his slaves. The “King” gave ridiculous orders that everyone had to obey. At the end of the festivities, he was dethroned, marking a return to normal life.

This spirit of chaos and social reversal was a large part of the traditional Carnival celebration. The word *carnival* itself may be related to the Latin words *carrus navalis*. This was the name for boat-shaped carriages that paraded through the streets during Saturnalia. These carriages were filled with men and women who wore masks and fancy clothes and sang silly songs.

The Carnival of Venice was a holiday in the Catholic tradition, though. Many believe that the word comes from the Latin *carne levare*, meaning “to remove meat.” Carnival took place just before the period of Lent, a time when strict Catholics abstained from eating meat. Since people needed to use up all of their meat before Lent, it became a time of feasting and celebration.

Whatever the origins of the word might be, Carnival offered people a release from their regular lives. It usually took place in early February, so it also marked the end of the shortest, grayest days of winter. It was not only a time for merriment and parties, but also a time when people could shed their normal identities.



One of the most important traditions in Venice was the wearing of masks. When a person's face was completely covered, his or her identity was also masked. A masked reveler could be rich or poor, man or woman, servant or noble. Everyone had the chance to act out a different kind of life.

The masks also let people behave as they wished without the fear of being recognized. For this reason, Carnival sometimes became quite violent. Officials made many attempts to control people's behavior during Carnival, and masks were outlawed at other times of the year.

For many years, officials had little success enforcing rules during Carnival. However, they eventually steered the focus of Carnival in a more artistic and more peaceful direction by introducing masked parties and costume balls in the sixteenth century. These created a more cultured atmosphere. Parades of floats and flowered carriages began to replace unruly street processions. Theater productions with masked actors took a central place in the festivities. This gave the masks a more artistic character.

Carnival flourished through the 1700s while Venice was still a rich and important city in Italy. However, as Venice's importance began to decline, Carnival also fell off. The crowds began to diminish, and the parties got smaller. When the dictator Mussolini took control of Italy in the 1930s, he banned Carnival altogether.

The city of Venice reinstated Carnival in 1980, in large part as a way to attract tourists. It has become an incredibly popular and successful event since then. In addition to modern festivities, many of the old traditions have been revived. Masked balls are held in palaces. Rock bands play on stages throughout the city, and DJs host all-night dance parties. The chaotic, celebratory spirit is still present, even though the event is now very organized and official.

Artists have also brought back the old craft of mask making. Masks are again one of the most important features of Carnival in Venice. The masks themselves have become such a popular tourist item that they are now sold year-round. The image of a masked reveler has become a symbol of Venice around the world.

Name _____ Date _____

Questions 1–8: Choose the best answer to each question, or write your answer on the lines provided.

- 1.** The passage says, “During this holiday, the social order was *turned on its head*.”

What is the meaning of the phrase *turned on its head*?

- (A) harmed or injured
- (B) reversed; set upside down
- (C) made stronger
- (D) masked; hidden by disguise

- 2.** “Carnival took place just before the period of Lent, a time when strict Catholics abstained from eating meat.”

What is the meaning of abstained?

- (A) disliked intensely
- (B) enjoyed fully
- (C) refrained voluntarily
- (D) celebrated freely

- 3.** In the 1500s, officials in Venice introduced costume balls in order to —

- (A) outlaw masks all year-round.
- (B) dethrone the “King of Chaos.”
- (C) make Carnival more artistic and less violent.
- (D) let people shed their identities and act as they wished.

Name _____

Date _____

4. What happened after Venice's importance declined?

- (A) Masked parties were introduced.
- (B) Theater productions became more important to the Carnival.
- (C) Violence increased during the Carnival.
- (D) Carnival became less popular.

5. Based on the information in this passage, which adjective best describes the long-ago Carnival in Venice?

- (A) rowdy
- (B) organized
- (C) serious
- (D) religious

6. How is the modern celebration of Carnival in Venice different from the original celebration?

- (A) It is less official.
- (B) It puts more emphasis on masks.
- (C) It is more violent.
- (D) It puts more emphasis on tourism.

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- 7. Describe two ways that masks were used in the celebration of Carnival. (2 points)**

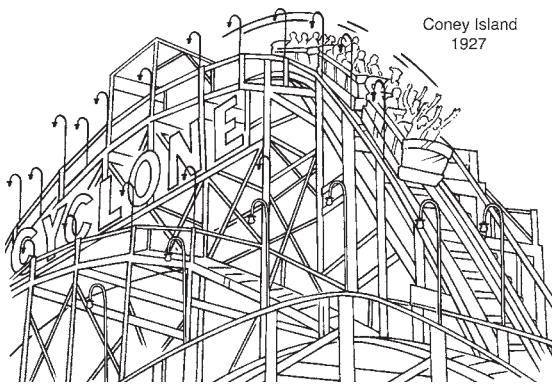
- 8. How were Carnival and Saturnalia similar, and how were they different? Using details from the passage, give at least two similarities and two differences. (4 points)**

Name _____

Date _____

Directions: Read “Roller Coasters in History” and “Safer Than They Seem.” Then answer questions 1–8.

Roller Coasters in History



In recent years, the roller coaster has become the world's most popular amusement park ride. Today's roller coasters reach incredible speeds and move in ways that seem to defy gravity. Nicknamed "scream machines," they attract thrill-seekers in countries all over the world.

To trace the history of the roller coaster, you have to go all the way back to fifteenth-century Russia where the first "ice slides" were built. People climbed to the top of these wooden structures and slid down ice-coated ramps on sleds. Some of these ice slides reached heights of 70 feet and were as steep as modern roller coasters. Of course, they could only be used in winter.

As early as 1784, the Russian Imperial Summer Palace featured sleds with wheels for use in the warm months. However, the innovation of ice-free slides really took off in nineteenth-century France. An early French design fitted the ramps with rollers. Sleds with runners, which were called "coasters," could slide over the rollers. Although the rollers were soon replaced with grooved tracks for sleds on wheels, the name "roller coaster" stuck.

In 1884, the first modern roller coaster opened for business on Coney Island, a famous beach resort in Brooklyn, New York. The "Switchback Railroad," as it was named, stretched over 600 feet along the beach. Its track rose and fell like those of modern coasters, but it was only 15 feet tall. Passengers climbed a tower at one end and boarded cars to coast along the track. Then they had to climb another tower at the far end while attendants pulled the cars up to meet them. Finally, they coasted back to the start.

Although the ride was fairly slow, it was tremendously popular. The next year, a new roller coaster built at Coney Island featured an oval track and a cable for lifting the cars up a steep hill. These innovations allowed for greater speeds and greater thrills. The popularity of this new ride started a wave of roller coaster construction across America.

As roller coasters became larger, faster, and more elaborate in the early twentieth century, it became clear that the standard designs were not safe enough. A man named John Miller revolutionized the roller coaster. He put the wheels of the cars below the tracks to keep them in place. He also designed locking lap bars and other safety features that are still in use today. His innovations opened the door for a whole new world of high-speed drops and spirals, and the roller coaster industry flourished in the 1920s.

During the Great Depression in the 1930s, roller coaster construction slowed to a halt. People could not afford to spend money at amusement parks. World War II and the advent of television led to the continued demise of parks and roller coasters. Many amusement parks closed, and the number of roller coasters worldwide dropped from about 2,000 to 200. Then, in 1955, the opening of Disneyland in California started a new trend: theme parks. As the theme park industry took off, roller coasters once again became an essential part of a successful park.

Steel construction and continued design innovations have led to far larger and more complex roller coasters. The 1980s saw the first roller coaster taller than 200 feet, and the tallest coaster now is considerably higher. A new type of motor built in the 1990s allowed for smoother rides and faster speeds, and today's fastest coasters reach speeds over 100 miles per hour. Near-vertical descents, upside-down loops, spirals, and inversions are common. Roller coasters have come a long way from the icy wooden ramps of old Russia.

Safer Than They Seem

Roller coasters are designed to feel risky. Their purpose is to give people the thrill of doing something dangerous without the real danger. Should people really be afraid for their lives when they ride a roller coaster, though? In truth, the answer is “no.”

There are many myths about the dangers of roller coasters. People worry that they may cause brain damage. People worry that the forces roller coasters put on the body are too great. Yet scientific evidence shows that, for healthy people, these concerns are unnecessary. Mechanical failures are also very rare, and accidents are uncommon. More than 300 million people visit amusement parks each year in America, but only a few deaths occur. Compared with driving a car on the highway, riding a roller coaster is very safe.

Name _____

Date _____

Unlike most cars, roller coasters are inspected every single day they run. Mechanics, electricians, and carpenters arrive at the park early in the morning to inspect, maintain, and repair each ride. In parks that close for the winter, all rides receive a lot of maintenance during the off-season.

Although accidents do happen, they are usually caused by people who ignore posted rules. People who try to stand up, switch seats, or remove safety devices can pose real threats to themselves and others. One story tells of a man who stood to wave at his family while riding a roller coaster. He was knocked out of the car by a sign that said, “Do Not Stand Up!” Because people ignore rules, roller coasters now have many extra safety devices. Most have at least four types of restraints to keep people from standing or moving. But people should learn to follow park rules so that everyone can enjoy the rides in safety.

It is true that roller coasters are unsafe for some people. Parks post warnings about these risks. Small children, pregnant women, and people with certain medical conditions should not ride coasters. For example, roller coasters can raise people’s heart rates out of fear. This increase is not dangerous for healthy people. Yet it can pose a serious risk for anyone with heart disease. Parks warn people with heart disease to stay off the roller coasters.

Although there are some risks to riding a roller coaster, they do not make it a dangerous activity. Riders must make sure they follow safety rules and instructions from ride operators. Each person should know his or her own limits and medical conditions and act appropriately. If everyone follows the rules, roller coasters can be an excellent way for people to experience the thrill of “danger” without great risk. Roller coasters are the greatest rides ever invented—and they’re safe.

Questions 1–8: Choose the best answer to each question, or write your answer on the lines provided.

1. Which innovation in the roller coaster’s history occurred first?

- (A) cables for lifting cars
- (B) ramps with rollers for sleds
- (C) sleds with wheels to ride down ramps
- (D) a track that rose and fell

Name _____ Date _____

2. Why did the construction of roller coasters decline in the 1930s?

- (A) They were not safe enough.
- (B) New kinds of construction materials were used to build rides.
- (C) Theme parks became more successful.
- (D) People could not afford to spend money at amusement parks.

3. Which of these innovations was developed by John Miller?

- (A) locking lap bars
- (B) spiraling tracks
- (C) cables for lifting cars
- (D) steel as a construction material

4. The information in “Roller Coasters in History” suggests that roller coasters are —

- (A) too dangerous for people to ride.
- (B) not as popular as they once were.
- (C) constantly changed and improved.
- (D) an important part of Russian culture.

5. Which sentence from “Safer Than They Seem” states an opinion?

- (A) People worry that the forces roller coasters put on the body are too great.
- (B) Mechanical failures are also very rare, and accidents are uncommon.
- (C) Because people ignore rules, roller coasters now have many extra safety devices.
- (D) Roller coasters are the greatest rides ever invented—and they’re safe.

Name _____ Date _____

- 6. To help persuade readers that roller coasters are safe, the author of “Safer Than They Seem” leaves out which piece of information?**
- (A) the number of accidents caused each year by roller coasters
(B) the speed of the fastest roller coaster
(C) the number of deaths caused each year by roller coasters
(D) the materials roller coasters are made of
- 7. Give two examples of evidence from “Safer Than They Seem” to support the idea that roller coasters are safe. (2 points)**

- 8. Summarize the development of roller coasters since the 1700s. Use details from the passages to support your answer. (4 points)**

Name _____

Date _____

Directions: Read "The Wreck of the Hesperus." Then answer questions 1–6.

The Wreck of the Hesperus

It was the schooner Hesperus,
That sailed the wintry sea;
And the skipper had taken his little daughter,
To bear him company.

Blue were her eyes as the fairy-flax,
Her cheeks like the dawn of day,
And her skin as white as the hawthorn buds,
That ope in the month of May.

The skipper he stood beside the helm,
His pipe was in his mouth,
And he watched how the veering wind did blow
The smoke now west, now south.

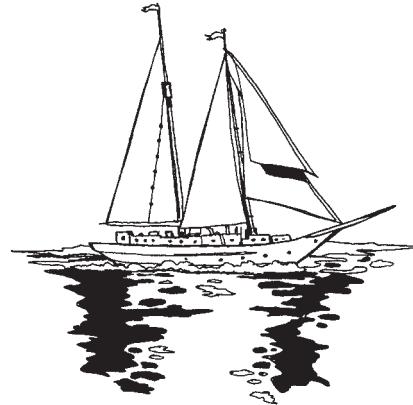
Then up and spoke an old sailor,
Had sailed to the Spanish Main,
"I pray thee, put into yonder port,
For I fear a hurricane."

"Last night, the moon had a golden ring,
And tonight no moon we see!"
The skipper, he blew a whiff from his pipe,
And a scornful laugh laughed he.

Colder and louder blew the wind,
A gale from the Northeast,
The snow fell hissing in the brine,
And the billows frothed like yeast.

Down came the storm, and smote amain
The vessel in its strength;
She shuddered and paused, like a frighted steed,
Then leaped her cable's length.

"Come hither! come hither! my little daughter,
And do not tremble so;
For I can weather the roughest gale
That ever wind did blow."



5

10

15

20

25

30

Name _____

Date _____

He wrapped her warm in his seaman's coat
Against the stinging blast;
He cut a rope from a broken spar,
And bound her to the mast.

35

"O father! I hear the church-bells ring,
Oh say, what may it be?"
"Tis a fog-bell on a rock-bound coast!"—
And he steered for the open sea.

40

"O father! I hear the sound of guns,
Oh say, what may it be?"
"Some ship in distress, that cannot live
In such an angry sea!"

"O father. I see a gleaming light,
Oh say, what may it be?"
But the father answered never a word,
A frozen corpse was he.

45

Lashed him to the helm, all stiff and stark,
With his face turned to the skies,
The lantern gleamed through the gleaming snow
On his fixed and glassy eyes.

50

Then the maiden clasped her hands and prayed
That saved she might be;
And she thought of Christ, who stilled the wave,
On the Lake of Galilee.

55

And fast through the midnight dark and drear,
Through the whistling sleet and snow,
Like a sheeted ghost, the vessel swept
Toward the reef of Norman's Woe.

60

And ever the fitful gusts between
A sound came from the land;
It was the sound of the trampling surf
On the rocks and the hard sea-sand.

The breakers were right beneath her bows, 65

She drifted a dreary wreck,

And a whooping billow swept the crew

Like icicles from her deck.

She struck where the white and fleecy waves

Looked soft as carded wool,

70

But the cruel rocks, they gored her side

Like the horns of an angry bull.

Her rattling shrouds, all sheathed in ice,

With the masts went by the board;

Like a vessel of glass, she stove and sank,

75

Ho! ho! the breakers roared!

At daybreak, on the black sea-beach,

A fisherman stood aghast,

To see the form of a maiden fair,

Lashed close to a drifting mast.

80

The salt was frozen on her breast,

The salt tears in her eyes;

And he saw her hair, like the brown seaweed,

On the billows fall and rise.

Such was the wreck of the Hesperus,

85

In the midnight and the snow!

Christ save us all from a death like this,

On the reef of Norman's Woe.

—Henry Wadsworth Longfellow (1807–1882)

Questions 1–6: Choose the best answer to each question, or write your answer on the lines provided.

1. What did the “old sailor” do in this poem?

- (A) He criticized the skipper for bringing his daughter.
- (B) He tied the skipper to the helm.
- (C) He warned the skipper that a hurricane was coming.
- (D) He told the skipper to head out to sea.

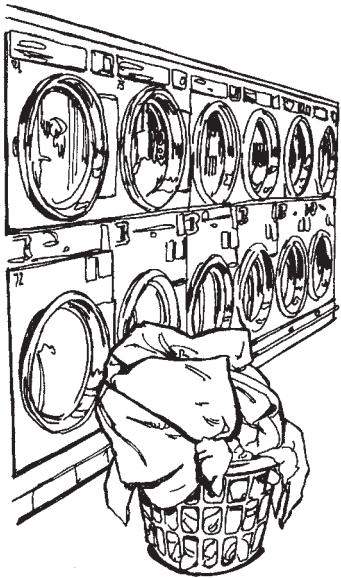
- 2. Which line from the poem tells what time of year the event took place?**
- (A) It was the schooner Hesperus,
(B) That ope in the month of May.
(C) Colder and louder blew the wind,
(D) The snow fell hissing in the brine,
- 3. In lines 25–28, the poet compares the *Hesperus* to —**
- (A) smoke from a pipe.
(B) a frightened horse.
(C) dough made with yeast.
(D) an angry bull.
- 4. Which lines from the poem best reveal the skipper's attitude?**
- (A) The skipper he stood beside the helm,
 His pipe was in his mouth,
(B) "Come hither! come hither! my little daughter,
 And do not tremble so;
(C) For I can weather the roughest gale
 That ever wind did blow."
(D) He wrapped her warm in his seaman's coat
 Against the stinging blast;
- 5. What made the skipper steer the ship toward the open sea?**
- (A) a gleaming light (C) a cold wind
(B) the sound of a gunshot (D) the sound of a fog-bell
- 6. What happened to the *Hesperus* and the skipper's daughter that night? Use details from the poem to tell what happened.
(2 points)**

Name _____

Date _____

Directions: Read “A Monstrous Chore.” Then answer questions 1–8.

A Monstrous Chore



Brayden didn't really enjoy going to the Laundromat, but he tried to make the best of it. Thursday was the only day he didn't have after-school activities, so Thursday was always laundry day. First he gathered up the week's accumulation of dirty clothing in his apartment and stuffed it into two plastic bags. After grabbing the detergent from the cabinet, some quarters from the kitchen drawer, and an apple from the refrigerator, he headed off to the coin-operated laundry down the street.

The laundry had two rows of washing machines on one side and two rows of dryers on the other. Each machine had a large window on the front, like a huge eye.

Sometimes Brayden imagined that the machines were actually Cyclopes, giant one-eyed monsters waiting to devour his family's towels, jeans, and underwear.

Once inside the Laundromat, Brayden dropped his bags and set to work. Decisions, decisions. Did he have enough laundry this time to justify the triple-size washer? It took 15 quarters but was more cost-effective than using several smaller machines. Since everything he had brought was pretty much the same fabric, he didn't need to separate it into different loads. Okay, he'd use the giant machine. But he would need to get more quarters from the change-maker on the wall.

Brayden loaded the clothes, added the detergent, and started the washer. Then came the difficult part: the interminable waiting. Usually he brought a book or his homework, but today he'd forgotten. Instead, he whiled away the time by watching other people doing the same thing he was doing. He spotted his neighbor, Mrs. Petoskey, trying to leave. Her arms were full of clean laundry, and she had a folded Newsweek clenched in her teeth.

“Ank ‘ou,” she said, trying to smile around the magazine as Brayden held the door for her.

Brayden returned to his seat and thought about Mrs. Petoskey. He knew she had lived in their building for a really long time, maybe ever since it was built. She had an adult granddaughter who visited from time

to time, but that was the only company she ever seemed to have. Brayden wondered briefly if she was lonely and decided probably not. She was always heading off to some book discussion or committee meeting or garden club project. Brayden knew that because she always cheerfully informed him of her plans whenever they met in the hallway or elevator.

The man at the second row of washers reminded Brayden of his uncle Devon. He had just returned from two years overseas with the Peace Corps, and he was full of amazing stories about his experiences in Malawi. Brayden wondered if the older man currently shaking out a maroon sweater in a Laundromat had any stories about his own amazing experiences.

The woman whose baby dozed in a plastic carrier seat looked like his kindergarten teacher. Brayden eyed her covertly to make sure it really wasn't Ms. Ojeda. It wasn't, which was too bad, as it would have been fun to see her after so many years. He had really liked Ms. Ojeda as a teacher. She was very nature-oriented and had filled her classroom with specimens she'd discovered in her yard or while out hiking. She brought in bird nests, interesting rocks, and even a clump of mud with a raccoon footprint in it. He chuckled when he remembered that footprint. How had she dug it up? She probably didn't take a trowel with her when she embarked on her expeditions. But then, knowing Ms. Ojeda, maybe she did.

Brayden realized that the washing machine had finished its spin cycle. He unloaded the wet clothes into a wheeled laundry basket and pushed it over to the dryers. Now, an important decision: which one to use? This facility was pretty well maintained, but you never knew with dryers. You could put in a half hour's worth of quarters and still have things come out wet. Brayden remembered that he'd had good luck last time with the two dryers on the end, so he trundled his basket down the aisle and threw the wet clothing into the gaping mouths. He closed the doors, put four quarters into each slot, pushed the buttons, and watched the drums start to turn. Brayden liked to push both buttons simultaneously to see if the two dryers would stop at the same time. But they hardly ever did.

By now, Brayden was the only one in the Laundromat. As his laundry dried, he roamed around reading the bulletin boards and posted notices. Most of them were way out of date. Someone had lost a cat named Socks back in October.

"Not a very original name," murmured Brayden, looking at the photo of a black kitten with white feet. "I wonder how many cats named Socks there are in the world. I would have called it Milkfoot, or Whiteout, or maybe Chicago." Didn't the White Sox play in Chicago? Brayden thought so but wasn't really sure. He wasn't much of a sports fan.

Another notice announced an upcoming concert by a band whose name Brayden recognized. The concert was scheduled for the coming weekend in a nearby park, and best of all, it was free. Maybe he'd round up some friends to go with him. It would be fun to hang out and listen to some live music, especially if the drummer was any good. Brayden admired drummers. He put the lid down on one of the washing machines and started drumming. He was just building up a good rhythm when the door opened and another customer came in.

Brayden abruptly stopped drumming and, blushing, went to check on his dryers. Alas, the beasts were toying with him. He had to put another quarter in each machine and wait another eight minutes.

Brayden went back to his seat and must have dozed off. The next thing he knew, the sound of a buzzer woke him up from his reverie. At first he thought it was his alarm clock, but it turned out to be the buzzer on one of his dryers. As he started to unload that machine, the other buzzer sounded as well.

"Pretty close this time," he commented.

Brayden carefully folded the laundry and loaded it into the plastic bags. Finally, finally, finally—he was done! He gave one last glance around to be certain he hadn't left anything behind. Then, as he emerged into the late afternoon sunshine carrying two large bags, he imagined he was escaping from the Cyclopes. "Ha, free again!" he chuckled to himself.

Questions 1–8: Choose the best answer to each question, or write your answer on the lines provided.

1. What is the tone of this story?

- (A) mysterious
- (B) regretful
- (C) lighthearted
- (D) sarcastic

2. Which statement best describes Brayden?

- (A) He hates to waste time.
- (B) He is curious about other people.
- (C) He doesn't handle boredom well.
- (D) He likes to make a good impression.

Name _____

Date _____

3. This story is generally organized by —

- (A) chronological order.
- (B) comparison and contrast.
- (C) problem and solution.
- (D) order of importance.

4. How do you think Brayden would have felt if the Laundromat was closed when he got there? Explain your answer using information from the passage. (2 points)

5. “Then came the difficult part: the interminable waiting.”

Which of these words has the same root as the word interminable?

- (A) terminate
- (B) intermediate
- (C) termite
- (D) intermingle

6. Brayden started reading the bulletin boards because he wanted to —

- (A) find out when the concert was.
- (B) learn how to operate the machines.
- (C) see if anyone had lost a cat.
- (D) amuse himself while he waited.

Name _____

Date _____

- 7. “The next thing he knew, the sound of a buzzer woke him from his reverie.”**

What does the word reverie mean?

- (A) idle chatter
- (B) daydream
- (C) a bad mood
- (D) a chore

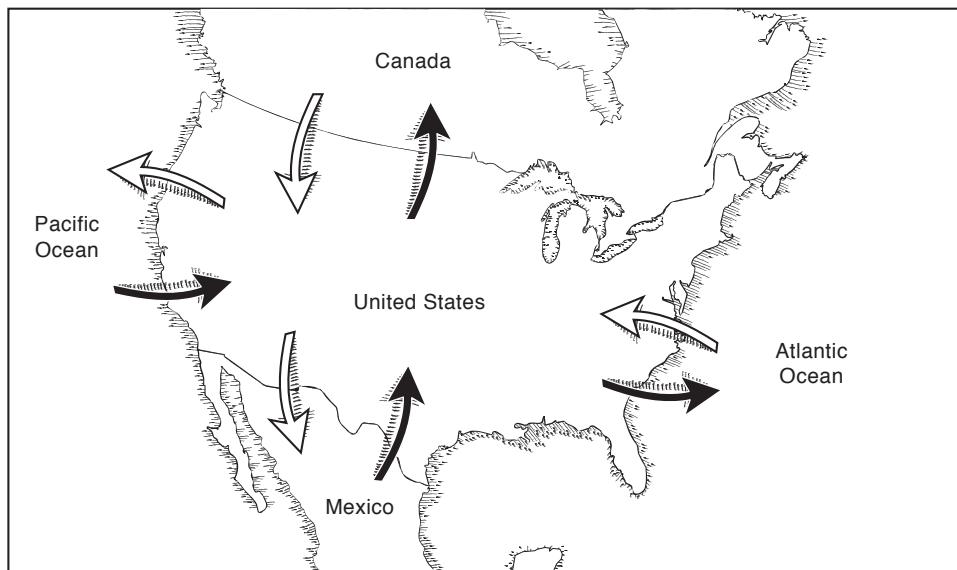
- 8. Brayden sometimes compares the washers and dryers to monsters. Give two details from the story that support this comparison. (2 points)**

Name _____

Date _____

Directions: Read “New People, Old Story” and “A Melting Pot?” Then answer questions 1–10.

New People, Old Story



Each year, thousands of people arrive from other countries to live in the United States. Many will become American citizens; some will not. In 2006, the total number of foreign-born people in the United States was estimated at 37.5 million. Of these, ten percent were living in Texas.

Opinions about immigration vary widely in Texas. Many Texans think that immigrants add to the state's rich cultural mix. Some point out that the newcomers bring valuable skills. On the other hand, many people in Texas worry that immigrants take jobs away from American citizens. Many do not mind legal immigrants but object to those who sneak across the border. Even those who welcome immigrants may feel that they do not try hard enough to fit in. People complain that immigrants do not learn English or that they live together in their own neighborhoods.

These objections have been made before in Texas. What is interesting is that originally the complaints were leveled against the *Americans* living there. This happened almost 200 years ago when Texas was still part of Mexico.

The story of Texas immigration is an old one. It begins in 1682, the year that the Spanish established the first mission in the territory near El Paso. Before that, Texas was occupied by a number of Native American groups.

Also in 1682, the French laid claim to the entire Mississippi River Valley, an immense area that included parts of eastern Texas. Over the next century, France and Spain founded a number of missions and forts. Each country wanted to maintain its advantages against the other. France sold its lands to the United States in the Louisiana Purchase in 1803, but Spain kept control of Mexico, Texas, and other territories.

At the start of the nineteenth century, adventurers from the United States entered Texas. These men stirred up trouble by pushing the local Mexicans, who were unhappy with Spanish rule, to declare independence from Spain, from Mexico, or both. Although these efforts did not succeed, some of the participants remained in Texas as residents. In other words, they were American immigrants in Mexico.

Spain continued to worry about the security of its claims in Texas, which was sparsely settled—especially after Mexico broke way from Spain in 1821. The Spanish government began using land grants as a way of getting more people to move to the region. In 1821, Stephen Austin of Missouri secured a grant to start a colony near present-day San Felipe. Austin recruited 297 families and served as their liaison with the government, which by this time was Mexican. The settlers came mostly from states in the American South. They were looking for a better life and free land.

After Austin, other leaders founded similar colonies as Mexico offered cheap or free land. People poured into the territory, primarily from the United States. They settled mostly in the east, although the land grants covered much of Texas. Between 1821 and 1836, the non-native population grew from about 4,000 to more than 30,000.

Things did not go smoothly between the immigrants and their new government. The Mexicans charged that the Americans in Texas had not obeyed the terms of their land grants. For example, one condition of the grants was that the settlers would be Catholics, but many were not. The immigrants were expected to learn to speak Spanish, but many had not done so. Mexico opposed slavery and abolished it in 1829, but many of the Americans in Texas owned slaves. The colonists were supposed to have good moral character and obey Mexico's laws, but some did not. Finally, Mexican authorities did not feel they could count on the settlers to be loyal to their new country.

In 1830, Mexico effected a law that ended immigration from the United States. Some historians compare the effect of this law to the Stamp Act that helped provoke the American Revolution. As Texans rebelled against what they viewed as oppression, the Mexican government cracked down on them. Following several years of fighting, including the famous

battle at the Alamo, Texas won its independence. The Republic of Texas was established in 1836 as a separate country. It lasted until 1845 and was recognized by the United States and at least four European nations (but not Mexico, which did not give up its claims to Texas until 1848).

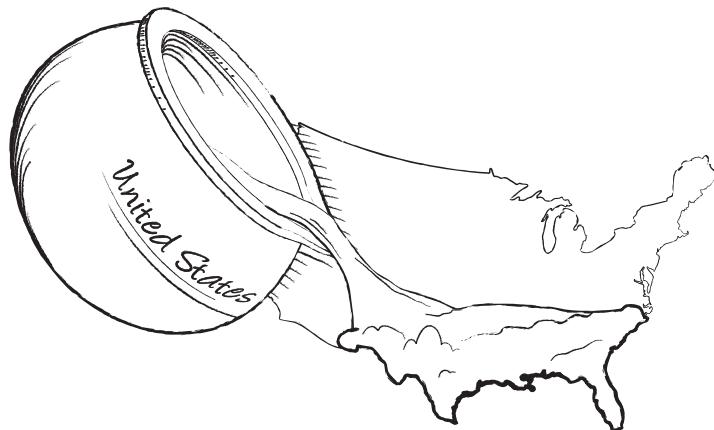
By the time Texas joined the United States in 1845 as the 28th state, its population was about 50,000. An estimated two-thirds of those people had come to Texas as immigrants (including slaves) or were the children of immigrants. Today, foreign-born people make up only about 16 percent of the state's population. This number will no doubt continue to change as the story of Texas immigration goes on.

A Melting Pot?

How many times have you heard someone refer to the United States as a "melting pot"? The usual image suggests cooking soup. A bunch of ingredients are thrown together and heated until they become one bland mixture. Another view is that America is more like a kettle of stew. In this version, the end product is not a uniform glop but a delicious stew in which the chunks of meat and vegetables keep their special flavors, united by a gravy that is the result of all the ingredients simmering together.

In *The Melting Pot*, the 1908 play by Israel Zangwill where the term was first used, the metaphor goes beyond the kitchen. Rather, it relates to metalworking. Different ores are melted down in a pot to create a new substance. The new metal retains many characteristics of its original components but is something much better and stronger.

Of course, when it comes to immigrants, we are talking about people. People have some control over whether or not they "melt." Unfortunately, many choose not to even try. They are content to live out their lives in this country without speaking any English. They interact only with others



from their home country—or even their home city. They make no effort to understand or be part of American society. This is bad for them and bad for the country.

Our nation needs to take strong measures to ensure that all new residents truly join us as Americans. We should start by formally declaring English as the official language of the United States. Proclaiming a national language would send the message that we are a united country with common interests. We are not a lot of little enclaves occupying space between the Atlantic and Pacific oceans. A national language would provide a link and a means of communication between different groups.

Of course, the new rules must be presented positively, not as a punishment. It is not enough simply to announce that English is required for citizenship and stop there. English classes must be made available to working immigrants. Important public messages and documents should still be translated into the most common foreign languages. Short-term bilingual education should be provided for immigrant children. In the end, though, the children and their parents must learn English.

The bottom line is this: Immigrants who are not willing to “melt” a little for the good of America will not be good Americans in the long run.

Questions 1–10: Choose the best answer to each question, or write your answer on the lines provided.

1. What is the main idea of “New People, Old Story”?

- (A) Opinions about immigration vary from state to state.
- (B) Texas has been dealing with immigration issues for a long time.
- (C) Each year, thousands of immigrants arrive in the United States.
- (D) Texas was founded by English-speaking immigrants.

2. Which sentence is a statement of fact?

- (A) Immigrants do not really care about the United States.
- (B) The American settlers in Mexico did not have good moral character.
- (C) English should be formally declared the official language of the United States.
- (D) By 1836, the non-native population of Texas had grown to more than 30,000.

Name _____ Date _____

- 3. Complete this timeline by describing the events that took place in Texas, using details from “New People, Old Story.” (4 points)**

1682	The Spanish establish the first mission in Texas, and France lays claim to the Mississippi River Valley.
1803	
1821	
1830	
1836	
1845	Texas becomes the 28th state.

- 4. “Spain continued to worry about the security of its claims in Texas, which was *sparsely settled*.”**

What does the phrase *sparsely settled* suggest about Texas at the time?

- (A) It was a difficult place to live.
- (B) Only Native Americans lived there.
- (C) It was a dangerous place to live.
- (D) Not many people lived there.

- 5. According to the Mexican government, American immigrants in Texas in the 1820s did not obey the terms of the land grants. Give two examples of requirements they did not meet. (2 points)**

- 6. In “A Melting Pot?” the author’s main purpose is to —**
- (A) give information about immigration trends in America.
(B) review the play, *The Melting Pot*, by Israel Zangwill.
(C) convince people that immigrants should learn English.
(D) compare different definitions of “melting pot.”
- 7. If you wanted to find more information about the locations of early American settlements in Texas, which would be the best reference source to use?**
- (A) biographical dictionary (C) almanac
(B) atlas of U.S. history (D) online encyclopedia
- 8. In “A Melting Pot?” the author states, “Immigrants who are not willing to melt a little for the good of America will not be good Americans in the long run.” Which propaganda technique is used in this statement?**
- (A) name-calling (C) bandwagon
(B) exaggeration (D) testimonial
- 9. The author of “A Melting Pot?” would most likely approve of a Korean immigrant who —**
- (A) tutored American students trying to learn Korean.
(B) helped other Koreans read U.S. newspapers.
(C) sent money back to her family in Korea.
(D) decided to keep her Korean citizenship.
- 10. What conclusion can be drawn from the information in both of these passages?**
- (A) Immigrants are not always welcome in their new country.
(B) The United States has allowed too many immigrants to move here.
(C) Immigrants who learn English should be given priority for citizenship.
(D) Most immigration problems can be solved with more money.

Name _____

Date _____

Directions: Read “Destination: Hong Kong.” Then answer questions 1–10.

Destination: Hong Kong



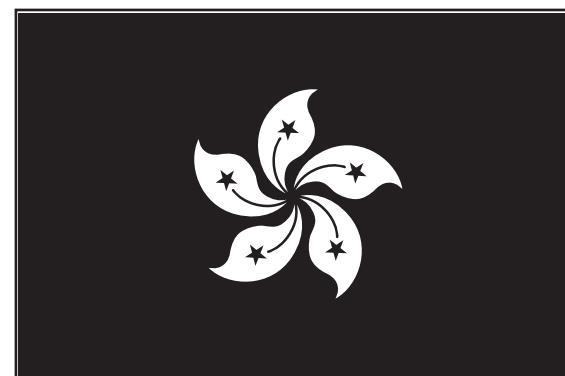
Photo © Francisco Martinez/Alamy

On July 1, 1997, the island city of Hong Kong changed countries. After 155 years as a British colony, Hong Kong was returned to China—sort of. Hong Kong is now a “Special Administrative Region” that belongs to China. But it still retains many of its own unique features, such as its street names, its own currency, its own flag, its British-influenced traditions, and its ways of doing business. How Hong Kong became what it is today is an interesting story.

The Name *Hong Kong*

No one knows for sure the source of the name *Hong Kong*. It means “fragrant harbor” and may reflect the area’s long history of trading in incense. It may also come from the Hong Kong orchid tree, whose sweet-smelling flower appears on the region’s red and white flag.

Although *Hong Kong* refers to the region as a whole, the name is also used for the capital city (official name: Victoria) and the main island.



Geography of Hong Kong

The geography of Hong Kong has played a strong role in its history. The district includes four main land areas—Hong Kong Island, Kowloon Peninsula, Lantau Island, and the New Territories—plus more than 200 small islands. The total area of Hong Kong is about 422 square miles (1,104 square kilometers), about one-third the size of Rhode Island. It is located in the South China Sea, near the mouth of the Pearl River. The Pearl is China's third longest river. It gives access to China's southern provinces and has always been important for both economic and strategic reasons. Hong Kong's location near this vital waterway helped it become a major trading center.

Because of Hong Kong's mountainous terrain, most of the settlement has been along the coasts. In fact, thousands of Hong Kong residents live on boats. The New Territories are somewhat flatter than the rest of the district, with better soil. Most of the area's farming takes place there.

The jagged coastline with its many bays provides shelter for small boats. For larger ships there is Victoria Harbor, one of the best deepwater ports in the world. This harbor has been the key to Hong Kong's development.



Brief History of Hong Kong

Hong Kong first became part of the Chinese Empire in the third century BCE. But it was not widely settled until almost 1,000 years later. It was mainly a collection of small fishing villages, but the region supported trade in salt, pearls, incense, and pottery. At times, pirates also flourished. They took advantage of the many hiding places along the coast. Military and customs posts were established as early as the tenth century to protect China's interests in the area.

The first known westerner to visit Hong Kong was a Portuguese sailor named Jorge Álvares. He landed on one of the islands in 1513 with a shipload of pepper from Malaysia. Great Britain began trading with China in about 1699 at Guangzhou (also called Canton). At the time, China was a closed society that strictly controlled contact with "barbarians." Guangzhou was for many years the only port open to foreigners. Even there, foreign sailors, merchants, and others were severely limited in their actions and movements. For example, they could

live only in certain parts of the city and could not bring their families any closer than Macao.

The British were eager to open additional ports in South Asia, and they pursued their goals aggressively. As part of a settlement after the First Opium War (1839–42), the British took control of Hong Kong Island and quickly shaped it into a trading center to rival Guangzhou. After the Second Opium War (1856–58), Britain was given a lease on Kowloon. In 1898, to provide better defense and more farmland, Britain took a 99-year lease on the New Territories. Under British control, Hong Kong became a major base for commerce between southern China and the West.

Shipping and banking became especially important.

In World War II, Hong Kong was invaded by the Japanese in December 1941 and remained in Japanese hands until September 1945. After the war, in 1949, the Communists took control of mainland China. As a result, thousands of refugees fled to Hong Kong. This made Hong Kong even more crowded than it was and provided a source of cheap labor for its growing manufacturing industry.

Life in Hong Kong Today

Hong Kong is a unique blend of East and West. Its people, place names, customs, and official languages (English and Cantonese) all reflect its dual heritage. About 95 percent of Hong Kong's 6.9 million residents are of Chinese descent. There are also large numbers of people from the Philippines, Indonesia, and Thailand, as well as about 54,000 Americans. All citizens are equal under the law and generally enjoy more freedoms than in the rest of China. About half practice some kind of religion, mainly Buddhism, Taoism, and other traditional Chinese faiths.

Hong Kong continues to be a hub for global commerce. Shipping and banking are still important, but these have been joined by insurance, manufacturing, tourism, and publishing as key parts of the economy. Hong Kong has a thriving film industry, too, with Jackie Chan being one of its best-known actors and directors.

Of course, Hong Kong has many of the problems common to large cities. It has smog, heavy traffic, poverty, crime, and so on. It is also one of the world's most densely populated places. Still, travel guides describe Hong Kong as a lovely, safe, and exciting place to visit. For a number of years, it has been one of the top tourist destinations in the world. In a matter of minutes, visitors can go from a bustling city street packed with thousands of people to the peace and quiet of an ancient temple. They can watch a Chinese folk festival in the park and then dine at the top of a sleek new skyscraper. As its role in the world and its links with China continue to evolve, Hong Kong will become an even more special place.

Name _____ Date _____

Questions 1–10: Choose the best answer to each question, or write your answer on the lines provided.

1. Which detail best supports the idea that Hong Kong is an unusually interesting place?

- (A) It has a very high population density.
- (B) Thousands of Hong Kong residents live on boats.
- (C) Its manufacturing industry relies on cheap labor.
- (D) Most Hong Kong citizens are of Chinese descent.

2. The main purpose of the bold headings used in this passage is to —

- (A) summarize the contents of the passage.
- (B) draw attention to particular details in the text.
- (C) alert the reader to the topic of each section.
- (D) help the reader remember the facts.

3. Which of these events happened first?

- (A) The British began trading with China at Guangzhou.
- (B) Hong Kong became a Special Administrative Region of China.
- (C) Japan invaded Hong Kong during World War II.
- (D) China gave Great Britain a lease on Kowloon.

4. Explain how the geography of Hong Kong has affected its development. Give at least four details from the passage to support your answer. (4 points)

- 5. At the time, China was a closed society that strictly controlled contact with “barbarians.” Guangzhou was for many years the only port open to foreigners.**

This use of the word **barbarians** suggests that China —

- (A) was afraid of invasion by outside forces.
- (B) believed that all sailors were violent.
- (C) thought that foreigners were uncivilized.
- (D) worried about overcrowding in its ports.

- 6. Which conclusion about Hong Kong is supported by information in the passage?**

- (A) Its location has made it a prime target for takeover by other nations.
- (B) Many Chinese residents resented the presence of the British.
- (C) Its factories hire thousands of workers from other Asian countries.
- (D) The Chinese emperor made huge amounts of money from Great Britain.

- 7. The author’s main purpose in this passage is to —**

- (A) convince the reader to visit Hong Kong.
- (B) describe Hong Kong as a special place.
- (C) explain why Hong Kong was captured by Japan.
- (D) analyze Hong Kong’s historic relationship with China.

- 8. Which of these would be the most appropriate reference source to find current information on Hong Kong’s population?**

- (A) almanac
- (B) world atlas
- (C) encyclopedia
- (D) dictionary

Name _____ Date _____

- 9.** The passage reports that “Hong Kong has a thriving film industry.” Which word is a synonym for thriving?

- (A) talented
- (B) declining
- (C) profitable
- (D) flourishing

- 10.** Based on the information in this passage, what makes Hong Kong unique? Give at least two details from the passage to support your answer. (2 points)

Name _____

Date _____

Directions: Read “Unexpected Company.” Then answer questions 1–8.

Unexpected Company

Dear Friend Elizabeth,

Such an exciting event occurred in my family today: we had visitors! We so seldom see anyone here in the western mountains of Virginia. So, of course, we had to stop all work and discover what business had brought these wayfarers to our door. It was nearly time for our midday meal anyhow, and Mother set extra places at the table as soon as she saw the company approaching. It would have been unthinkable for us not to offer travelers some food and drink. Besides, visitors bring to the table both news and fresh conversation. We settlers are as hungry for those rare treats as we are for any delicacy brought by a backcountry peddler.

Today’s group held additional interest, for among them was a young man only a little older than I, probably 16 or 17 years old. This person was very tall and handsome, with a fine head of red hair and the bearing of a gentleman. I was glad that he took a seat near my brother, Joshua. Although this placed him across the table, he was near enough for me to observe him easily and hear what he had to say. He told us that he and the others were surveyors on their way to the town of Winchester. They have been commissioned to chart the vast lands owned by Lord Fairfax.

Father’s face grew quite red when he heard the name of their employer. We have all heard much about this Lord Fairfax. He claims that his family’s charter from King Charles II gives him rights to most of the land from the Rappahannock River to the Potomac. Our own property was acquired legally, or so we thought, from the colonial government. But it falls within disputed territory. Father is too polite to raise such a controversy with guests, though. Instead he held his tongue and offered them more venison.

Joshua was very eager to learn more about the men’s occupation and launched a barrage of questions. The red-headed one, whose name was

Washington, laughed heartily at my brother's enthusiasm. He then explained that surveying uses mathematics to determine the form and extent of a piece of land. The work is slow and precise and requires a great deal of skill. It can also be quite dangerous, since a surveying team must often venture into places without roads. The terrain can be very rough, and wild animals are fierce and plentiful.

Another of the men told of several black bears that had lately entered their camp, no doubt in search of food. He displayed his coat, which one of the beasts had dragged away into the underbrush. The fearsome claw marks in that heavy garment made me shiver! In contrast, I could tell that the life of a wilderness surveyor sounded very appealing to Joshua. My little brother loves both maps and numbers, and he often finds life on the farm rather dull.

Elizabeth, you would have been much impressed by Mr. Washington's fine manners and way of speaking. Of course, a well-bred man would not speak directly of his family's position and property. But I am quite sure that the Washingtons must be noble and educated people. He did make reference to an elder half-brother who holds title to most of their father's property. This brother helped him secure his current position as a surveyor, a respectable and profitable profession. His work will open the way to obtaining lands of his own.

After the meal, the men complimented Mother and me on our cooking and then stepped out onto the porch with Father. (Joshua, of course, tagged right along.) As we cleared the table, I could hear their conversation, which soon turned to farming. Mr. Washington asked what we grew here and how we managed on such steep hillsides. He is apparently very eager to understand which crops grow best under different conditions. He spoke of his ideas for "improving" the soil, a concept I do not understand. I would think that dirt is dirt, and one must simply make do with the local variety. His companions did not seem much interested in this talk of agriculture. They sounded impatient to continue their journey.

Father walked with the company out to the edge of the clearing. There they took their leave and continued on into the forest. Father returned to the house, and only then did he fully voice his opinion of their mission. He vowed that we would not give up our land, no matter what Lord Fairfax

Name _____

Date _____

and his hired surveyors concluded. Then he contradicted himself, saying that maybe we would abandon the farm and move farther west. All of this surveying would surely lead to overcrowding. (If Father can see smoke from more than two other chimneys, he thinks there are too many people.) This so-called problem is much more likely to occur down in the rich lands by the Shenandoah River than up here in the mountains. The land here is steep and rocky, and farming is hard.

Unlike my Father, I wish we had more people living near us. Nothing is more invigorating than the occasional opportunity to interact with human beings outside one's own family! I would particularly like to see more of this George Washington, though I admit that is not very likely. I wonder if he will remain in Winchester and continue his work as a surveyor. That seems a much more promising path than returning to his brother's plantation and living the pampered life of a gentleman's younger brother.

I am afraid my news will be quite stale by the time you receive it, as we will not be going down to the village for another several weeks at least. Sending the letter sooner would depend on the arrival of another chance visitor. It would have to be someone headed in the right direction who could be counted on to post this letter properly. If only Mr. Washington would pass by again, I am sure I could entrust him with my correspondence.

Please write back without delay and assure me that your family is well and prospering. Remember me to your grandmother, and hug little Benjamin for his "Cousin Becky." I miss you all terribly!

Affectionately yours,

Rebecca

Name _____ Date _____

Questions 1–8: Choose the best answer to each question, or write your answer on the lines provided.

1. Which is the best summary of this passage?

- (A) A family on the Virginia frontier is visited by some surveyors. Over dinner, the guests tell them that their land claim may be in dispute.
- (B) George Washington spends his early years as a surveyor in western Virginia. During that time, he works for Lord Fairfax, a wealthy landowner.
- (C) A young woman writes to her friend about visitors to her family's farm. She is particularly interested in a young surveyor named Washington.
- (D) Rebecca and her family show hospitality by feeding some hungry travelers. During the meal, the visitors tell about an encounter with a bear.

2. Which word best describes Rebecca's attitude toward the young George Washington?

- (A) sympathetic
- (B) critical
- (C) admiring
- (D) disapproving

Name _____

Date _____

- 3. Describe two details from this story that make it historical fiction. (2 points)**

- 4. Which statement best describes what Father thinks about Lord Fairfax?**

- (A) He envies Lord Fairfax's wealth and power.
- (B) He resents Lord Fairfax for not building roads.
- (C) He believes that Lord Fairfax is a strong leader.
- (D) He fears that Lord Fairfax will claim his land.

- 5. “This person was very tall and handsome, with a fine head of red hair and the bearing of a gentleman.”**

In the sentence above, the word bearing means —

- (A) posture and way of moving.
- (B) a compass direction.
- (C) the power to influence.
- (D) ability to endure hardship.

Name _____ Date _____

6. Which sentence from the passage states an opinion?

- (A) Nothing is more invigorating than the occasional opportunity to interact with human beings outside one's own family!
- (B) Besides, visitors bring to the table both news and fresh conversation.
- (C) Sending the letter sooner would depend on the arrival of another chance visitor.
- (D) Surveying is slow and precise and requires a great deal of skill.

7. "Joshua was very eager to learn more about the men's occupation and launched a barrage of questions."

In this sentence, the word barrage suggests that —

- (A) Joshua wanted to become a soldier.
- (B) he asked questions one after another.
- (C) Joshua knew more than he would admit.
- (D) he didn't trust the surveyors' answers.

8. Why did Rebecca hope that George Washington might come back to the farm? Give two reasons. (2 points)

Name _____

Date _____

Directions: Read “Tavern” and “The Little Ghost.” Then answer questions 1–6.

Tavern

I'll keep a little tavern
Below the high hill's crest,
Wherein all grey-eyed people
May set them down and rest.

There shall be plates a-plenty,
And mugs to melt the chill
Of all the grey-eyed people
Who happen up the hill.

5

There sound will sleep the traveler,
And dream his journey's end,
But I will rouse at midnight
The falling fire to tend.

10

Aye, 'tis a curious fancy—
But all the good I know
Was taught me out of two grey eyes
A long time ago.

15

—Edna St. Vincent Millay (1892–1950)





The Little Ghost

I knew her for a little ghost
That in my garden walked;
The wall is high—higher than most—
And the green gate was locked.

And yet I did not think of that
Till after she was gone—
I knew her by the broad white hat,
All ruffled, she had on.

By the dear ruffles round her feet,
By her small hands that hung
In their lace mitts, austere and sweet,
Her gown's white folds among.

I watched to see if she would stay,
What she would do—and oh!
She looked as if she liked the way
I let my garden grow!

She bent above my favorite mint
With conscious garden grace,
She smiled and smiled—there was no hint
Of sadness in her face.

She held her gown on either side
To let her slippers show,
And up the walk she went with pride,
The way great ladies go.

And where the wall is built in new
And is of ivy bare
She paused—then opened and passed through
A gate that once was there.

5

10

20

25

—Edna St. Vincent Millay (1892–1950)

Name _____

Date _____

Questions 1–6: Choose the best answer to each question, or write your answer on the lines provided.

1. In “Tavern,” the speaker wants to have a tavern only for —

- (A) friends of her family.
- (B) tired travelers.
- (C) people with grey eyes.
- (D) older people.

2. In “Tavern,” why are “grey eyes” important to the speaker?

- (A) They remind her of someone she knew long ago.
- (B) She has grey eyes herself.
- (C) They are symbols that represent love and peace.
- (D) She is slowly going blind.

3. What is the setting of “The Little Ghost”?

- (A) a girl’s bedroom
- (B) a church
- (C) a one-room school
- (D) a garden

4. Which word best describes the mood of “The Little Ghost”?

- (A) excited
- (B) suspicious
- (C) wistful
- (D) threatening

Name _____ Date _____

5. In “The Little Ghost,” which detail supports the idea that “she” really was a ghost?

- (A) She wore a white hat.
- (B) She passed through a wall.
- (C) She smelled the mint.
- (D) She let her slippers show.

6. How are these two poems similar in subject, tone, or style? Give at least two similarities. (2 points)

Name _____

Date _____

Directions: Read “From Here to Timbuktu.” Then answer questions 1–10.

From Here to Timbuktu

THE YEAR IS ABOUT 1100 CE. A woman named Buktu walks across the sand. She is a member of the nomadic Tuareg people of western Africa. Her group has been wandering through the desert in search of water and forage for their livestock. Just ahead she sees the telltale signs of an oasis: the gray-green tops of some scraggly trees, a couple of flying birds. Soon the group reaches the place and sets up camp. Tents provide welcome shade from the burning Sahara sun.

“This is a good place,” the people say to one another. “We should remain here awhile. We can dig a well.”

As one day follows another, the people spend the cooler parts of the day working on the well. By the time the group is ready to move on, the well is large enough to provide a reliable supply of water.

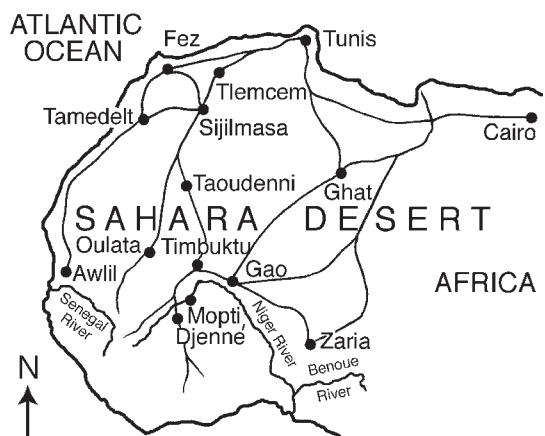
The woman, Buktu, does not move on, however. Because she is known to be trustworthy, she will stay behind to keep watch on the well and the people’s belongings. The group will return for her at the end of the season. She stands watching as her people move off across the sand and disappear over the horizon.

This scene is repeated each year as the nomads move about. After a while, Buktu and others remain near the well year-round. People who visit the oasis ask, “Is this Buktu’s Well (Tin Buktu)?” The camp grows into a large settlement known by that name, and one of the great historic cities of Africa is born.

THE YEAR IS 1290. A tall, bearded merchant travels across the Sahara Desert, his wares piled high on the backs of camels. He has been on the road for weeks, following the ancient trade route south from the salt mines at Taoudenni. He is hot and tired, and anxious to arrive at his destination, the city of Timbuktu. There he will drink freely of the local water and wash all the sand and dirt and salt off his skin for the first time in weeks.

Upon arriving in Timbuktu, he leaves the camels and drivers in each others’ care and goes off to enjoy a good meal

Saharan Trade Routes (c. 1300)



Name _____ Date _____

and a restful sleep at one of the many inns catering to travelers. In the morning, he ventures into the street. It is crowded with local residents and merchants from many places, conversing in dozens of dialects. As he walks, he observes people haggling over all kinds of merchandise. But he knows that deals for the most valuable goods—gold, salt, slaves, ivory, kola nuts—are made in less public surroundings. Timbuktu's location near the Niger River makes it the perfect hub for trading in these profitable commodities. That's why the merchant is here.

THE YEAR IS 1520. A slim young man from Morocco has traveled a great distance to reach Timbuktu. He has been preparing for years to enter the University of Sankore, founded in the twelfth century. This famous institution draws students from all over Africa and beyond. As a student there, he will study with some of the most learned Islamic scholars in the world. He has already memorized the Koran, upon which all other branches of learning depend. The scholars will teach him about other holy writings, as well as mathematics, geography, history, and law. When he graduates, he will wear a turban that symbolizes knowledge and dedication to religious principles.

Timbuktu is an amazing city, the educational center of the Muslim world. The young student has heard that it has more than 180 madrassas (religious schools) and that one-quarter of its 100,000 residents are scholars and students. The ruler, Askia Mohamed Toure, has built some of these schools. He also pays the salaries of many learned men and relies upon them as advisors. Even the city's commercial life is largely focused on the world of learning. Imported and locally written books and manuscripts bring in a great profit, reportedly more than any other goods. Many wealthy families in Timbuktu buy these valuable items for their own private manuscript collections.

THE YEAR IS 1828. A French adventurer named Réné Caillié has arrived in Timbuktu after more than a year spent traveling from the Atlantic coast. He is disguised as an escaped Egyptian slave.

Before setting out with an Arab caravan on April 19, 1827, Caillié spent three years in West Africa learning the Koran, the Arabic language, and local customs. During the journey here, he suffered a five-month illness and was almost captured by bandits. Yet he persevered and succeeded in reaching Timbuktu on April 20, 1828.

His motivation? The Geographical Society of Paris is offering a prize of 10,000 francs to the first person who can find Timbuktu (whose actual existence many Europeans doubt) and bring back accurate information about it. Other explorers have tried, but so far none has come back alive.

Name _____

Date _____

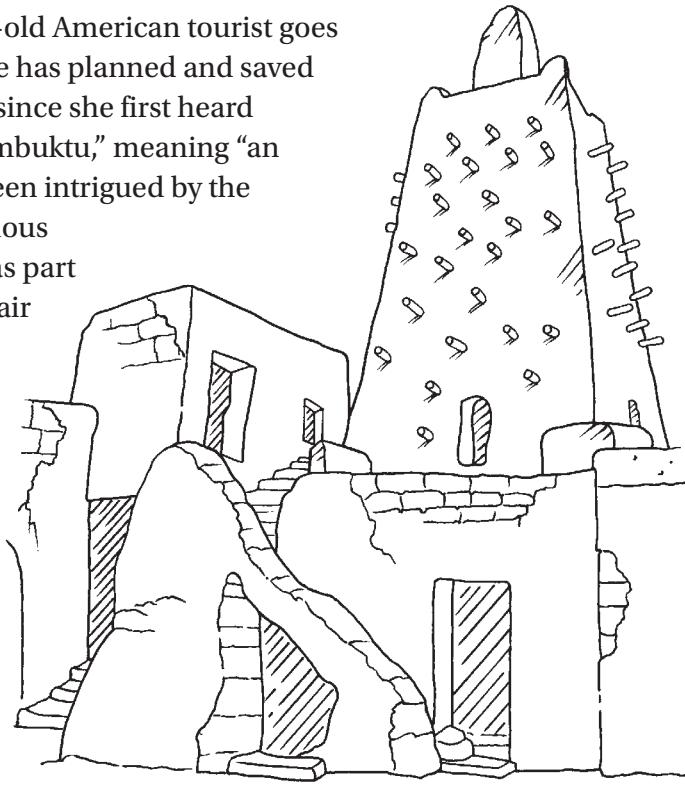
Why are people in Europe so interested in Timbuktu? In 1324, Mansa Moussa, great ruler of the Mali Empire, made a pilgrimage to Mecca by way of Cairo, Egypt. His huge caravan—more than 60,000 people in all—carried large amounts of gold to spend and give away. This was gold from Timbuktu, the emperor said. His visit reinforced travelers' reports of the great stores of gold handled by Timbuktu traders.

Rumors of a golden city, the center of a fabulous civilization, grew and spread. Eventually they reached Europe. Hoping to increase their wealth and expand their territory, European rulers started sending explorers to look for Timbuktu.

Réné Caillié reaches Timbuktu at last, but he sees no City of Gold. What he sees instead is a clutter of poor-looking houses made of earth. There is nothing but yellow-white sand in all directions. The city is pale and dreary, and shrouded in a profound silence. He does not even hear the song of a single bird.

Although he admires the determination it must have taken to build this legendary city, he sees little else to praise. After only two weeks, he leaves Timbuktu, joining a caravan to Morocco. This time he is disguised as a beggar. Eventually he makes his way back to France (disguised as a sailor). There, he is awarded the Geographical Society's prize and several other honors as well. His book, *Travels Through Central Africa to Timbuctoo*, is published in 1830.

THE YEAR IS 2008. A 36-year-old American tourist goes on the vacation of a lifetime. She has planned and saved for years to make this trip. Ever since she first heard the expression "from here to Timbuktu," meaning "an impossible distance," she has been intrigued by the place's exotic name and mysterious reputation. Now she has come as part of a tour group. She traveled by air to Bamako, by bus to Mopti, and finally by boat down the Niger River. It would have been possible to fly all the way, but this was more of an adventure.



Modern Timbuktu (also called Tombouctou) is a small city in central Mali. It has fewer than 40,000 residents. It could still be described as “a clutter of poor-looking houses” and it still seems a million miles from everywhere—except for the billboards advertising a Mali cell phone company.

At first the only colors she sees are grays and browns, but then she spots a group of Tuareg men wearing their traditional bright blue robes. As she walks through streets full of desert sand, she passes centuries-old mosques standing side by side with brand-new library buildings. She has learned that these libraries contain more than 300,000 ancient manuscripts. The existence of these papers was largely unknown to the outside world until the 1960s. Inside these new buildings, dedicated workers are making great efforts to preserve the crumbling pages so the information they contain will not be lost. Like Timbuktu’s earlier treasures of gold and education, the priceless manuscripts are expected to draw travelers from around the world for many years to come.

Questions 1–10: Choose the best answer to each question, or write your answer on the lines provided.

1. The author wrote this article to —

- (A) persuade readers to help save important manuscripts.
- (B) give information about the history of an ancient city.
- (C) explain the difficulties of traveling in the desert.
- (D) compare Timbuktu with other cities in Africa.

2. Buktu and her people found the future site of Timbuktu when they were —

- (A) trading salt for gold.
- (B) looking for a madrassa.
- (C) going to a university.
- (D) searching for water.

Name _____

Date _____

3. Read this sentence from the article.

Timbuktu's location near the Niger River makes it the perfect hub for trading in these profitable commodities.

What are commodities?

- (A) goods for trade or sale
- (B) people who buy and sell products
- (C) uniforms worn by merchants
- (D) buildings where business is conducted

4. According to the map, which of these trading centers was farthest from Timbuktu?

- (A) Awlil
- (B) Cairo
- (C) Mopti
- (D) Zaria

5. Why did Timbuktu become such a busy, crowded city in the 1200s and 1300s? Use details from the passage to support your answer. (2 points)

6. Which two words from the passage are synonyms?

- (A) legal and impartial
- (B) profitable and valuable
- (C) legendary and mysterious
- (D) reliable and trustworthy

Name _____ Date _____

- 7. Based on the information in this article, which sentence best describes Réné Caillié?**
- (A) He was a dishonest person.
(B) He always took the easiest path.
(C) He did not give up easily.
(D) He liked France better than Morocco.
- 8. Which sentence from the article expresses an opinion?**
- (A) Modern Timbuktu is a small city in central Mali.
(B) Timbuktu is an amazing city, the educational center of the Muslim world.
(C) Imported and locally written books and manuscripts bring in a great profit, reportedly more than any other goods.
(D) After only two weeks, he leaves Timbuktu, joining a caravan to Morocco.
- 9. Which would be the best reference source for learning more about the African salt trade in the Middle Ages?**
- (A) encyclopedia article
(B) salt industry publication
(C) historical atlas
(D) Mali government web site
- 10. Describe two ways that modern Timbuktu is like ancient Timbuktu and two ways that it is different. Use details from the article to support your answer. (4 points)**

Name _____

Date _____

Directions: Read “Annie Spencer’s Mule.” Then answer questions 1–10.

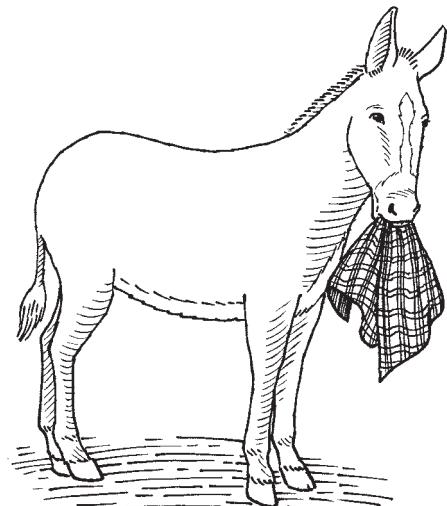
Annie Spencer’s Mule

When Lila Johnson walked into Mr. Foley’s room after school that day, she knew something was going on. But she never could have predicted where it would lead.

The town of Nuthaven was getting ready to celebrate its 150th birthday, and its civic leaders were planning to pull out all the stops with a huge festival to mark the occasion. They planned to include a lot of old-time activities like a pie-baking contest, a parade down Main Street, and a “Cutest Baby” competition. But the centerpiece of the festival would be a “Nuthaven Notables” pageant. It would feature skits and speeches focusing on the founders and other people who had shaped life in Nuthaven over the years. To run the pageant, the festival chairperson had recruited Mr. Foley, drama teacher for the junior high and high school. He in turn had recruited the members of the school drama club.

“Sit down, people,” said Mr. Foley that day. “We have a lot of work to do.”

He explained that members of the drama club would be taking part in the Nuthaven Pageant, and the first task was deciding which of Nuthaven’s past citizens to feature in the pageant. The festival organizers had given Mr. Foley a list of candidates, primarily their own forebears. This made the selection process a little tricky. Mr. Foley did not want to offend the organizers, but, frankly, most of their ancestors were not that interesting. The students decided that they would try to find people—men, women, and children—who were not necessarily famous but had made a difference in the lives of the people of Nuthaven. Of course, enough information had to be available about the person to create a short skit or speech, and Mr. Foley warned that this could be the hardest part. He had asked Mr. McCarter, the town historian, to come talk with the club members about what information sources might exist.



"The courthouse burned in 1907," said Mr. McCarter, "so some official records might not exist anymore. But there are other ways to find facts and interesting details about people. The newspaper is one of the best sources because it covers ordinary citizens. There are old newspapers at the college library, and the college also has records for its early faculty and students. Most of the churches in town have old records, too. And don't forget the cemetery."

Lila and her classmates quickly got caught up in the project. As they began their research, they were amazed by how many intriguing characters had lived in their "boring" little town. For example, they learned that one of the early mayors first arrived in town as a circus performer and then stayed when the show moved on. Not surprisingly, several of the boys volunteered to portray this colorful figure in the pageant.

For her presentation, Lila chose Annie Spencer, who had moved to the area in 1871. Her husband had died in the 1874 typhoid epidemic, leaving Annie with four young children to support. So she decided to start a business—but not a nice "ladylike" business, such as running a bakery or taking in lodgers. No, Annie became a mule trader. She used the proceeds of her husband's life insurance policy to purchase a few mules and a parcel of land on the edge of town, and she became quite successful. After a few years, Annie Spencer controlled most of the mule trading in the area.

Several of the buildings in town owed their existence to Annie and her mules. The hotel had originally been a guesthouse that Annie operated for the benefit of mule drivers and traders. The department store had started as an outfitter supplying the mule trains with everything from blankets to canned beans. It got an additional boost from hundreds of hopefuls passing through on their way north in search of gold. When Annie died, she was the richest person in town, and she left most of her money to build the Nuthaven Public Lending Library.

Lila had fun picturing herself as Annie, especially with her mop of bushy red hair. Old photographs showed Mrs. Spencer wearing a long plaid skirt, rubber boots, a man's canvas work coat and floppy hat, and carrying a dainty ruffled parasol. Lila put a great costume together, but her best inspiration was to get hold of an actual mule as a prop for the pageant. Some local farmers owned an elderly mule named Sophie that they agreed to lend for the purpose, with their boy Sam posing as Annie's oldest son in case she needed help. Lila's plan was to lead Sophie onto the outdoor stage and let her graze on some hay while "Annie" told her life story. If Sophie decided to bray during the talk, well, that would be fine.

On pageant day, all began well. Sophie stood docilely behind the stage during the first presentations and did not resist when Lila took her rope to lead her onstage. She brayed once when she spotted the bale of hay but otherwise remained quiet. Lila was greatly relieved at Sophie's cooperation, as she had heard that you never can tell with mules. She started in on her monologue.

When people laughed loudly at the end of the first anecdote, Lila was a bit puzzled. It was a funny story, but it wasn't THAT funny. As the speech went on and people laughed more and more, Lila knew something was amiss—but what? Had she said something dumb by mistake? People seemed to be looking behind her. Was that troublemaker, Carl Wanacek, making faces from backstage? Lila turned to look around. As she did so, she felt a tug on the back of her skirt. Turning the other way, she found Sophie looking calmly back at her, a mouthful of plaid fabric hanging from her muzzle.

Lila tugged at her skirt, but the harder she pulled, the harder Sophie held on. The audience roared with laughter. Sam had fallen victim to stage fright and was no help at all. Exasperated, Lila finally gave up.

Turning back to the audience, she said in her best Annie Spencer voice, "Mules can be stubborn critters, but they're strong as horses and hardworking as donkeys. That's why so many people come to me to buy them. And in case you're wondering, underneath this skirt I'm wearing some of that good long underwear from Spencer's Dry Goods Store down the street."

Then Lila went on with her presentation and got a standing ovation when she finished. That made Sophie stick out her neck and bray loudly, relinquishing what was left of Lila's skirt in the process.

Questions 1–10: Choose the best answer to each question, or write your answer on the lines provided.

1. Which adjective best describes the mood of this passage?

- (A) suspenseful
- (B) thoughtful
- (C) entertaining
- (D) mysterious

Name _____ Date _____

- 2. “The festival organizers had given Mr. Foley a list of candidates, primarily their own forebears.”**

What does the word forebears mean?

- (A) favorite heroes
- (B) politicians who run for office
- (C) local farmers
- (D) relatives who lived long ago

- 3. This passage is organized mainly by —**

- (A) chronological order.
- (B) comparison and contrast.
- (C) problem and solution.
- (D) cause and effect.

- 4. What was the first thing Mr. Foley did after being recruited as pageant director?**

- (A) He arranged for the drama club to participate.
- (B) He decided which former citizens to include in the skits.
- (C) He invited the town historian to talk to his students.
- (D) He asked the festival organizers for a list of candidates.

- 5. How did the students find information about their ancestors?**

Give at least two sources of information they could have used.

(2 points)

6. Which detail best supports the idea that Annie Spencer made a difference in the lives of the people of Nuthaven?

- (A) She raised four children without assistance.
- (B) Several town buildings were originally built by her.
- (C) Mule drivers bought their supplies from her.
- (D) The students included her in the Nuthaven Notables pageant.

7. “Civic leaders were planning to *pull out all the stops* with a huge festival to mark the occasion.”

The phrase *pull out all the stops* means that the town leaders were going to —

- (A) install new traffic lights.
- (B) involve many different people.
- (C) approve every request.
- (D) do everything they possibly could.

8. Why did people at the pageant laugh so hard at Lila’s performance?

- (A) She was wearing old-fashioned long underwear.
- (B) Sophie the mule was chewing on her skirt.
- (C) She was telling some really funny anecdotes.
- (D) Carl Wanacek was making faces behind her.

9. Which is the best evidence that this story takes place in a rural area?

- (A) Nuthaven has only one cemetery.
- (B) The first settlers built homes near a creek.
- (C) Lila borrows a mule from local farmers.
- (D) The festival will include a pie-baking contest.

Name _____

Date _____

- 10. Describe the character of Annie Spencer by completing the chart below. Use details from the passage to write at least one piece of information in each box. (4 points)**

Physical appearance	Problems and challenges
ANNIE SPENCER	
Accomplishments and contributions	Personality traits

Answer Key

Passage 1: Superflash

1. C (Analyze plot)
2. Response should explain that Rob, the regular drummer, was away on a class trip and the band was scheduled to play at a dance, so Devlin sat in for rehearsal. (2 points)
(Identify causes and effects)
3. D (Use knowledge of root words, etymology, and affixes to determine word meaning)
4. A (Identify narrative point of view)
5. Response should explain that Devlin told the band to keep Rob as the drummer and he would play saxophone. (2 points)
(Analyze plot)
6. B (Identify theme)

Passage 2: The Prince of Pop Art

1. C (Identify main idea and supporting details)
2. B (Analyze text structure and organization)
3. B (Distinguish fact and opinion)
4. A (Identify sequence of events)
5. Response should include at least four details describing Warhol's development as an artist. (4 points) Examples:
 - He began working as a commercial artist for magazines and businesses.
 - In the 1960s, he painted pictures of common objects and images.
 - Next, he began mass-producing his own art, especially pictures of celebrities.
 - Then he shifted to making individual portraits of the rich and famous.
(Summarize information)
6. D (Choose appropriate reference sources to gather information)

Passage 3: Learning From Nature

1. C (Identify main idea and supporting details)
2. C (Analyze text structure and organization)
3. A (Identify synonyms and antonyms)
4. D (Evaluate author's purpose and point of view)
5. B (Evaluate evidence or information and make judgments)
6. Response should include two of these points. (2 points) Examples:
 - The paint and the lotus leaves both have "mountainous" surfaces.
 - They both shed water.
 - They both keep dirt from sticking to them.(Compare and contrast information and ideas)

Passage 4: The Man, the Tiger, and the Jackal

1. C (Make inferences)
2. A (Recognize literary genres and their characteristics)
3. B (Identify causes and effects)
4. D (Analyze characters' feelings, traits, and motives)
5. B (Use knowledge of root words, etymology, and affixes to determine word meaning)
6. D (Analyze characters' feelings, traits, and motives)
7. Response should describe the three responses and how they are similar. (4 points) Example: All three of them rule against the man. The tree doesn't like how people rip his leaves off; the water buffalo doesn't like working hard and getting meager rations; the path doesn't like how people kick him. All three have been mistreated by people and conclude that the world is unjust.
(Compare and contrast information and ideas)

Passage 5: The Ohio River

1. A (Analyze text structure and organization)
2. B (Identify main idea and supporting details)
3. D (Identify sequence of events)
4. A (Identify causes and effects)
5. B (Choose appropriate reference sources to gather information)

6. D (Distinguish word denotation and connotation)
7. C (Analyze text features and graphic features to gather information)
8. Response should explain how farm products could be shipped from the Ohio River through the Ohio-Erie Canal to Lake Erie, across Lake Erie to the Erie Canal, to the Hudson River, to New York City. (2 points)
(Summarize or synthesize information)
9. C (Use context clues to determine word meaning)
10. Response should explain two ways the Ohio River encouraged settlement. (2 points) Examples:
 - The Ohio River helped settlers get to the Ohio River Valley more easily.
 - It provided transportation for their crops and manufactured goods.
(Identify causes and effects)

Passage 6: The Battle of the Bass

1. B (Identify sequence of events)
2. C (Recognize theme)
3. A (Use context clues to determine word meaning)
4. B (Analyze characters' feelings, traits, and motives)
5. A (Draw conclusions and generalizations)
6. D (Analyze characters' feelings, traits, and motives)
7. C (Identify causes and effects)
8. Response should explain what Tracy's mother meant by this statement. (2 points) Example: Tracy's mother was referring to the time Tracy fell off the piano bench, which was the start of her musical path. When she fell off the stage, her mother thought that this was the start of a new path, and she could tell this story instead of the piano bench story.
(Identify causes and effects)

Passage 7: The Carnival of Venice

1. B (Interpret figurative language, including idioms)
2. C (Use context clues to determine word meaning)
3. C (Identify causes and effects)
4. D (Identify sequence of events)
5. A (Evaluate evidence or information and make judgments)
6. D (Compare and contrast information and ideas)

7. Response should describe two ways masks were used in Carnival.
(2 points) Examples:
- Masks let people hide their identities and act differently.
 - They were used as artistic elements in masked balls and theater productions.
- (Summarize or synthesize information)
8. Response should give at least two similarities and two differences.
(4 points) Examples:
- Carnival and Saturnalia were both wild celebrations; both involved feasting and challenging the social order; both were religious festivals.
 - Saturnalia was a Roman holiday, and slaves were made into “kings” for the festival. Carnival took place in Venice, and people could take on different roles because they wore masks.
- (Compare and contrast information and ideas)

Passage 8: Roller Coasters in History and Safer Than They Seem

1. B (Identify sequence of events)
 2. D (Identify causes and effects)
 3. A (Identify main idea and supporting details)
 4. C (Draw conclusions and generalizations)
 5. D (Distinguish fact and opinion)
 6. A (Recognize persuasion and propaganda)
 7. Response should give two examples of supporting evidence.
(2 points) Examples:
 - Out of 300 million visitors, only a few deaths occur each year.
 - Riding a roller coaster is safer than driving a car on the highway.
 - Roller coasters are inspected daily.
- (Evaluate evidence or information and make judgments)
8. Response should summarize the development of roller coasters since the 1700s. It should include the sleds with wheels in Russia, sleds with runners in France, early roller coasters in Coney Island, and modern innovations. (4 points)
- (Summarize or synthesize information)

Passage 9: “The Wreck of the Hesperus”

1. C (Analyze plot)
2. D (Identify setting)
3. B (Interpret figurative language, including idioms)
4. C (Analyze characters' feelings, traits, and motives)
5. D (Identify causes and effects)
6. Response should indicate that the *Hesperus* struck a reef, broke apart, and sank; the skipper froze to death, and his daughter, who had been tied to a mast, drowned in the sea. (2 points)
(Summarize information)

Passage 10: A Monstrous Chore

1. C (Analyze literary elements: tone)
2. B (Analyze characters' feelings, traits, and motives)
3. A (Analyze text structure and organization)
4. Response should describe a reaction and justify it with one or more details from the passage. (2 points) Examples:
 - He would feel frustrated because he spent a lot of time getting ready to go to the Laundromat and now he'll just have to do it all over again another day.
 - He would feel happy because now he could enjoy the nice afternoon.
(Make inferences and predictions)
5. A (Use knowledge of root words, etymology, and affixes to determine word meaning)
6. D (Analyze characters' feelings, traits, and motives)
7. B (Use context clues to determine word meaning)
8. Response should provide two details from the story that compare the washers and dryers to monsters. (2 points) Examples:
 - Brayden imagines the machines as Cyclopes.
 - One-eyed machines are waiting to devour Brayden's laundry.
 - The dryers have gaping mouths.
 - Brayden escapes from the Cyclopes in the end.
(Evaluate author's style and technique)

Passage 11: New People, Old Story and A Melting Pot?

1. B (Identify main idea and supporting details)
2. D (Distinguish fact and opinion)
3. Response should list four important events in correct order. (4 points)
Examples:

1803—Louisiana Purchase

1821—Mexico breaks away from Spain, or Austin founds a settlement in Texas.

1830—Mexico ends immigration to Texas, and Texans rebel.

1836—Texas becomes an independent country.

(Summarize information)

4. D (Distinguish word denotation and connotation)
5. Response should give two of these examples (2 points):
 - American immigrants were not all Catholics.
 - They did not learn Spanish.
 - They owned slaves.
 - They did not obey Mexico's laws.
 - They were not loyal to Mexico.

(Evaluate evidence and information to make judgments)

6. C (Evaluate author's purpose and point of view)
7. B (Choose appropriate reference sources to gather information)
8. A (Recognize persuasion and propaganda)
9. B (Evaluate author's purpose and point of view)
10. A (Draw conclusions and generalizations)

Passage 12: Destination: Hong Kong

1. B (Identify main idea and supporting details)
2. C (Analyze text features)
3. A (Identify sequence of events)
4. Response explains how Hong Kong's geography has affected its development and includes at least four of these details. (4 points)
Examples:

- Its location near the Pearl River and its deep harbor made it a busy port.
- Its coastline protected pirates.

- Its mountains made people settle on the coast.
 - Its closeness to China affected its population.
- (Identify causes and effects)
5. C (Distinguish word denotation and connotation)
 6. A (Draw conclusions and generalizations)
 7. B (Evaluate author's purpose and point of view)
 8. A (Choose appropriate reference sources to gather information)
 9. D (Identify synonyms and antonyms)
 10. Response should give two details telling why Hong Kong is unique.
(2 points) Examples:
 - It is part of China but also separate.
 - It has its own culture and British influences; it is located on an island and has a high population density.
- (Evaluate evidence or information and make judgments)

Passage 13: Unexpected Company

1. C (Summarize information)
 2. C (Analyze characters' feelings, traits, and motives)
 3. Response should give two details that make this passage historical fiction.
(2 points) Examples:
 - It takes place in colonial America.
 - George Washington is one of the characters.
 - The story refers to Lord Fairfax, who was a real person.
 - The surveyors often encounter wild animals.
 - The mail takes a long time.
- (Recognize literary genres and their characteristics)
4. D (Draw conclusions)
 5. A (Use context clues to determine word meaning)
 6. A (Distinguish fact and opinion)
 7. B (Distinguish word denotation and connotation)
 8. Response should give two of these reasons. (2 points) Examples:
 - Rebecca was attracted to or interested in George Washington and wanted to see him again.
 - Rebecca enjoyed having visitors and did not see many.
 - She thought that Washington might be able to post her letter.
- (Make inferences and predictions)

Passage 14: “Tavern” and “The Little Ghost”

1. C (Analyze plot)
2. A (Analyze narrative point of view)
3. D (Identify setting)
4. C (Recognize mood)
5. B (Evaluate evidence or information and make judgments)
6. Response should give two similarities. (2 points) Examples:
 - Both poems are narrated in first person.
 - Both use 4-line verses.
 - The second and fourth lines of each verse rhyme (in “The Little Ghost,” lines 1 and 3 also rhyme).
 - In both poems, the speaker imagines something that is not real (a tavern for grey-eyed people, a ghost).
 - In both poems, the speaker seems to be remembering someone she once knew.(Compare and contrast information and ideas)

Passage 15: From Here to Timbuktu

1. B (Evaluate author’s purpose and point of view)
2. D (Identify causes and effects)
3. A (Use context clues to determine word meaning)
4. B (Analyze text features and graphic features: maps)
5. Response should give two reasons why Timbuktu became a busy, crowded city. (2 points) Examples:
 - It was central to several trade routes in Africa.
 - It was an important trade center for salt, gold, and other commodities.
 - It had a reliable source of water in a desert area.
 - It was located near the Niger River.(Make inferences and predictions)
6. D (Identify synonyms and antonyms)
7. C (Draw conclusions and generalizations)
8. B (Distinguish fact and opinion)
9. A (Choose appropriate reference sources to gather information)

10. Response should give at least two similarities and at least two differences between modern Timbuktu and ancient Timbuktu. (4 points) Examples:
Similarities: The modern city is still isolated and hard to reach; many buildings look the same; it still attracts adventurers and other travelers; it still attracts scholars (now because of the manuscripts); it is affected by the desert environment (streets are sandy).
Differences: It is no longer a major trading center; it is no longer a wealthy place; people can get there by airplane and/or motor vehicle; it now has modern communication systems (e.g. cell phones).
(Compare and contrast information and ideas)

Passage 16: Annie Spencer's Mule

1. C (Recognize mood)
2. D (Use knowledge of root words, etymology, and affixes to determine word meaning)
3. A (Analyze text structure and organization)
4. A (Identify sequence of events)
5. Response should give at least two of these sources (2 points): official government records, old newspapers, college records and the college library, churches, and the town's cemetery.
(Draw conclusions and generalizations)
6. B (Evaluate evidence or information and make judgments)
7. D (Interpret figurative language, including idioms)
8. B (Identify causes and effects)
9. C (Evaluate evidence or information and make judgments)
10. Response lists one or more details in each section of the chart. (4 points)
Examples:

Physical appearance: bushy red hair, long skirt, boots, man's canvas work coat, floppy hat, parasol

Problems and challenges: death of husband, four children to raise

Accomplishments and contributions: took care of her children, started businesses, controlled mule trading in the area, made a lot of money, gave the town a library

Personality traits: did not give up easily, did not conform to society's expectations

(Summarize information)

Student Scoring Record

Student Name _____ Grade _____

Teacher Name _____ Class _____

Directions: Write the total number of points the student earned on each passage. To calculate the percent score, divide the number of points earned by the total number of points. Then multiply by 100. For example, a student who earns 6 out of 8 points has a score of 75% ($6 \div 8 = 0.75 \times 100 = 75\%$).

Passages	Number of Points/Total	Percent (%)
1. Superflash	7	
2. The Prince of Pop Art	9	
3. Learning From Nature	7	
4. The Man, the Tiger, and the Jackal	10	
5. The Ohio River	12	
6. The Battle of the Bass	9	
7. The Carnival of Venice	12	
8. Roller Coasters in History <i>and</i> Safer Than They Seem	12	
9. "The Wreck of the Hesperus"	7	
10. A Monstrous Chore	10	
11. New People, Old Story <i>and</i> A Melting Pot?	14	
12. Destination: Hong Kong	14	
13. Unexpected Company	10	
14. "Tavern" <i>and</i> "The Little Ghost"	7	
15. From Here to Timbuktu	14	
16. Annie Spencer's Mule	14	