***UNIT 2***

***TEST***

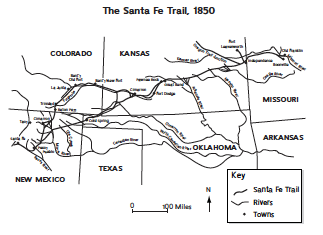
***The Santa Fe Trail***

In the 1800s, many trails crossed the American West, and one of these was the Santa Fe Trail. Unlike most trails at the time, it was used mainly for trading. Other trails were used by settlers going to make a new life in the West.

For a while, Spain ruled the area around Santa Fe. The Spanish prohibited trade with the United States. However, after Mexico gained its freedom from Spain, trade between Mexico and the United States began. In 1821, William Becknell made a trip from Missouri to Santa Fe to trade. This was the first of many trips along the trail. The next year he came back with a wagon train full of goods. At its peak, the trail carried more than 2,000 wagons a year.

The trail was about 780 miles long, and it took 40 to 60 days to reach Santa Fe from Missouri. The trail followed the Arkansas River and then split into two paths. The first path went with the river to Bent’s Fort in Colorado and then turned south through a mountain pass to reach Santa Fe.

The second path went southwest to New Mexico and crossed the desert to Santa Fe. This path was shorter and easier for wagon trains to follow. It did not go through mountains like the first route. The desert was riskier, however, because travelers could run out of water in the desert.



**The Pecos Pueblo**

One of the last places the trail passed through was the Pecos Pueblo, which was a group of ruins. Some of the ruins were from an ancient settlement. Others were the remains of old Spanish missions. Stories about these ruins told of lost gold.

Like Santa Fe, the Pecos Pueblo was a trade center. The site was just right for trade because it linked the farming areas of the Rio Grande valley with the hunting areas of the plains. Around A.D. 800, many tribes came to trade, and they brought items such as buffalo hides, shells, pottery, and food.

Because of its value as a trading center, the Pecos Pueblo grew in size. About 2,000 people lived at the site between the years 1450 and 1600. They stayed in large buildings that were four or five stories high. They climbed ladders up to each floor, and these ladders could be pulled inside for safety.

**The Arrival of the Spanish**

In the early 1500s, Spanish explorers came upon the Pecos Pueblo. When the native people met the Spanish, they told them stories about a place called Quivera. This was a city to the east that was supposed to be made of gold. More than likely, they told this story so the Spanish would go look for it and leave them alone. Their idea worked, because the Spanish left to search for the lost city of gold. Of course, they never found it.

By the end of the 1500s, more Spanish had arrived. The Pecos Pueblo changed hands a number of times. While the Spanish were in control, they built a great church. This church did not survive for long, but another was built later. What is left of this church makes up the most impressive ruins at the site.

As the site kept changing hands, the people living there moved away because they were tired of the unrest. In 1838, the last people packed up and left. For most of the time the Santa Fe Trail was used, the Pecos Pueblo was a desert ruin.

The Santa Fe Trail was not used much after 1880. Once a railroad linked Santa Fe with other major trading cities, the trail was no longer needed.

Today, the trail attracts tourists instead of traders. Some people still study the trail to understand how it was used, and a small group of people even travel the trail each year as a way to honor its history.

The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Read the sentence from the passage.

The desert was riskier, however, because travelers could run out of water in the desert.

Which word is an antonym of *riskier*?

****A.better

****B.easier

****C. safer

****D.wider

**Part B**

Which sentence from the passage **best** supports your answer in Part A?

****A."This was the first of many trips along the trail."

****B.“The trail followed the Arkansas River and then split into two paths.”

****C. “It did not go through mountains like the first route.”

****D.“Some of the ruins were from an ancient settlement."

Read these sentences from the passage.

The Spanish prohibited trade with the United States. However, after Mexico gained its freedom from Spain, trade between Mexico and the United States began.

Which word has the **opposite** meaning of prohibited as it is used in the passage? Choose the **two** correct answers.

****A. allowed

****B. denied

****C. ignored

****D. outlawed

****E. permitted

****F. taxed

Read these sentences from the passage.

The first path went with the river to Bent's Fork in Colorado. It then turned south through a mountain pass to reach Santa Fe.

Which meaning fits pass as it is used in the sentence from the passage?

****A. narrow route or road

****B. throw a ball, as in football

****C. permission to come and go

****D. move past or around something

The following question has two parts. First, answer Part A. Then, answer Part B.

### Part A

Which of these events happened **first** in the history of the Pecos Pueblo?

****A. Spaniards began looking for Quivera.

****B. William Becknell traveled to Sante Fe.

****C. Pecos Pueblo became a trading center.

****D. Spanish missionaries came to Pecos Pueblo.

### Part B

Which sentence from the passage **best** supports your answer in Part A?

****A. “The next year he came back with a wagon train full of goods.”

****B.“Around A.D. 800, many tribes came to trade, and they brought items such as buffalo hides, shells, pottery, and food.”

****C. “Their idea worked, because the Spanish left to search for the lost city of gold.”

****D. “While the Spanish were in control, they built a great church.”

The passage says that the Santa Fe Trail followed the Arkansas River and then split into two paths. What were the problems with each path? Complete the chart by matching one problem from the list to each path.

Less water was available on this path. added to

* + **Less water was available on this path.**
* **Hunting was more difficult on this path.**
* **Wagon trains had more trouble following this path.**

* **Trade was prohibited on this path.**
* **path through the mountains**

* **path through the desert**

The following question has two parts. First, answer Part A. Then, answer Part B.

### Part A

The author describes how life changed at the Pecos Pueblo. What evidence from the passage shows the event that caused the **most** change?

****A. A church was built at the Pecos Pueblo.

****B. Spanish explorers arrived at Pecos Pueblo.

****C. Many tribes went to trade at the Pecos Pueblo.

****D. The Santa Fe trail passed through Pecos Pueblo.

### Part B

Which sentence from the passage **best** supports your answer in Part A?

****A. “One of the last places the trail passed through was the Pecos Pueblo, which was a group of ruins.”

****B. “Around A.D. 800, many tribes came to trade, and they bought items such as buffalo hides, shells, pottery, and food.”

****C. “As the site kept changing hands, the people living there moved away because they were tired of the unrest.”

****D. “While the Spanish were in control, they built a great church.”

***First Day of School***

It was the first day of school, and the hallways were buzzing and rattling with the sound of voices shouting back and forth, footsteps tromping, and lockers opening and closing. The sound and activity made it feel like a downtown train station at rush hour. Just to add to the confusion, an announcement came over the speakers that classes would be starting in five minutes. I was grateful I was not a new student this year and already knew where I needed to go for class.

Heading up the stairs, I noticed a girl standing to the side of the hall with Mr. Park, the vice principal. He looked worried, and the girl looked confused. I didn’t recognize her—a new student, I thought. Trying to navigate the hallways and stairs was intimidating, especially if you’re new.

“Is everything all right, Mr. Park?” I asked.

“Ah, Katherine, hello . . .” replied Mr. Park. He was clearly distracted and kept looking past me towards the school’s front doors. “This is Maya Hanson, a new student,” he added.

I smiled and said, “Hello there,” but Maya did not respond. If anything, she looked more lost than she had a moment earlier.

“Oh, sorry Katherine,” said Mr. Park. “Maya is hearing impaired and we are waiting for Cameron, her interpreter, to get here. He can then help her get settled into Mrs. Randall’s class. Apparently, Cameron is running a bit late this morning. I’m afraid that while I can speak English and Spanish, I don’t know a single word in sign language.”

“Oh!” I exclaimed, suddenly understanding why Maya looked so lost. I tried to imagine what it would be like if I were standing in the hallway of a school where no one spoke my language. It would probably be uncomfortable. Then, I smiled, because I knew something that Mr. Park did not—I know sign language. Both my Aunt Helena and Uncle Joshua are deaf, so I learned how to sign when I was very small. Now I can hold entire conversations with my aunt and uncle, and I often interpret for them at family reunions or events. Turning to Maya, I quickly signed, “Hello, my name is Katherine, and I can help you until your interpreter arrives.”

Maya’s face lit up with a huge smile, and she immediately responded, signing, “I am so glad to meet you—and that you know how to sign.” Mr. Park looked quite pleased also, and he immediately asked me if I would be willing to walk with Maya to Mrs. Randall’s room.

“We’re in the same class,” I told Maya, “so I can introduce you to everyone.”

When we walked into Mrs. Randall’s class, it seemed like every single student was talking, pulling out chairs, and dropping books. Since announcements were still being made, the noise level was incredible. I had an idea about how to lower the volume in the classroom and signed it to Maya, who grinned. She liked the idea as much as I did.

“Mrs. Randall,” I said, walking over to our teacher, “I walked to class with Maya, one of the new students. We might have a way to get the class to quiet down.”

Mrs. Randall smiled and welcomed Maya to the classroom, and then she stepped back. Maya and I went to the middle of the classroom and began signing to each other. It did not take long for students to notice and one by one, they stopped talking to watch us.

“That is so cool,” said Steven.

“What are you two saying?” asked LaToya. “Can you show us how to do that too?”

“We can meet Maya and learn about sign language in a few minutes, but first I need to take attendance,” said Mrs. Randall firmly. She started to close the door, but at the last minute, a young man slid through the opening and into the classroom.

“I’m Cameron Stewart, Maya’s interpreter,” he explained.

“Fine,” said Mrs. Randall. “I will mark Katherine, Maya, and Cameron as present. Now, let’s find out who else is here!”

Read these sentences from the passage.

“Ah, Katherine, hello . . .” replied Mr. Park. He was clearly distracted and kept looking past me towards the school’s front doors.

Which words are antonyms of *distracted*? Drag **two** antonyms to the chart.

interested added to

* + **interested**
  + **focused**
* **alarmed**

* **confused**

* **worried**
* **antonym of distracted**

The following question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What causes Katherine to stop to talk with Mr. Park as she walks through the hallway?

****A. She noticed that he did not look very happy.

****B. She wanted to ask how his summer had been.

****C. She wanted to ask him for directions to her classroom.

****D. She noticed that the announcements were not loud enough.

### Part B

Which sentence from the passage best supports your answer in Part A?

****A. "Just to add to the confusion, an announcement came over the speakers that classes would be starting in five minutes."

****B. "I was grateful I was not a new student this year and already knew where I needed to go for class.”

****C. "He looked worried and the girl looked confused."

****D. "Trying to navigate the hallways and stairs was intimidating, especially if you’re new."

The following question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What conclusion can be drawn about the effect of Cameron’s late arrival at school?

****A. It causes the students to be noisy in the hallways.

****B. It causes Maya to help Katherine open her locker.

****C. It causes the vice principal to walk students to class.

****D. It causes Maya and Katherine to start talking to each other.

### Part B

Which sentence from the passage **best** supports your answer in Part A?

****A. “It was the first day of school, and the hallways were buzzing and rattling with the sound of voices shouting back and forth, footsteps tromping, and lockers opening and closing.”

****B. “I was grateful I was not a new student this year and already knew where I needed to go for class.”

****C. "Turning to Maya, I quickly signed, 'Hello, my name is Katherine, and I can help you until your interpreter arrives.'”

****D. “When we walked into Mrs. Randall’s class, it seemed like every single student was talking, pulling out chairs, and dropping books.”

The noise level in Mrs. Randall's classroom was incredibly loud. What happened to lower the noise level? Drag **two** sentences to the box.

Students stopped and watched the girls. added to

* **The morning announcements for the school began.**

* **Mr. Park came into the classroom.**

* **Cameron arrived and closed the door.**
* **noise level brought down**
  + **Maya and Katherine began signing to each other.**
  + **Students stopped and watched the girls.**

Read the sentence from the passage.

She started to close the door, but at the last minute, a young man slid through the opening and into the classroom.

Which definition from the dictionary entry **best** defines close as it is used in the sentence?

Dictionary Entry: close (v) **1.** to shut**2.** to stop working **3.** to bring to an end**4.** to reach an agreement about.

****A. to shut

****B. to stop working

****C. to bring to an end

****D. to reach an agreement about

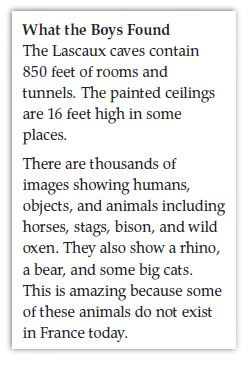
***Lascaux: A Treasure in the Woods***

One night in September 1940, four teenage boys headed for the woods near Montignac, a village in France. They set out, carrying a kerosene lamp and with a dog named Robot, to look for a cave. As they entered the woods, Robot ran ahead. The boys hiked along until suddenly, they heard Robot barking. The boys hurried toward Robot to find out what was wrong.

When the boys gathered around what looked like a rabbit hole to look for Robot, the earth collapsed under them. Shocked, they slid 50 feet down and landed in total darkness.

When 14-year-old Jacques Marsal lit the lamp and looked around, he was awed. There were animals painted all over the cave, and the paintings seemed to be moving.

The boys had stumbled into the caves of Lascaux. Inside these caves were some of the most remarkable cave paintings ever found.



### Cave Art

These pictures were painted about 17,000 years ago during the Paleolithic Period, which is also called the Stone Age. Nobody knows why these images were painted, but we do know the people who created them were highly skilled.

The Lascaux painters used different colors to create depth and perspective. They also created some stunning effects by spraying paint onto the walls. Scientists suspect they blew paint through hollow bones or from their mouths. With this technique the colors fade together and create shadows. This is how the animals appear to move.

The artists at Lascaux painted the animals they saw in real life. However, the Lascaux painters had to invent their own tools using bone and plants, the materials of their world. They made stone lamps and burned animal fat to create light so they could work in the dark caves.

To reach the ceilings, they created structures to stand on that were attached to the walls. To support these structures, they carved holes in the cave walls and attached poles. The structures were then built across the poles.

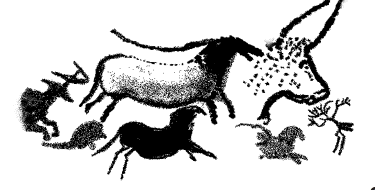
### Hidden Treasure

Jacques Marsal, one of the boys who found the cave, never lost the feeling of awe. In fact, he devoted his life to protecting the paintings and became Chief Guardian of Lascaux.

When the boys found the caves, the paintings had been hidden for 17,000 years. The air and light in the caves had hardly changed in all those years. After the discovery, the world wanted to see these paintings. However, the people visiting the caves changed the temperature and light, which started to damage the paintings. To protect the paintings and the site, the caves were closed to the public in 1963.

Today, you can see photographs of the cave paintings and visit Lascaux II, which is a replica of two halls of the original cave. Only a few experts can visit the caves to see the paintings firsthand.

The paintings of Lascaux are a window to the past, and a picture is worth a thousand words. These paintings tell us a lot about how people lived during the Stone Age and how they saw the world around them.



Read this sentence from the passage.

These pictures were painted about 17,000 years ago during the Paleolithic Period, which is also called the Stone Age.

The root of Paleolithic is the Greek word paleo, meaning “old or ancient.” What does this suggest that Paleolithic refers to?

****A. foreign people

****B. a time long ago

****C. the use of caves

****D. a time known for art

What information does the sidebar provide for the reader? Pick **two** choices.

****A. the size of the Lascaux caves

****B. where Jacques Marsal is today

****C. where Lascaux is located

****D. how the painters made paint

****E. what is shown in the cave paintings

****F. tools used to create shadows

***Keys to the Past***

Jill was discouraged when, after digging in the Buried City for two weeks, she had only observed the other students digging up artifacts. All she had discovered was a little metal disc with a man’s head on one side, but everyone found those.

Suddenly, her trowel struck something hard, so she dug quickly, first with the trowel and then with her hands. The object had four sides, each about 15 inches long, and the back was about 7 inches high. In the front were several rows of flat, shiny buttons. Behind the rows was an array of thin metal rods arranged like a fan with tiny metal heads on the ends. Mounted in the back on top was a movable black cylinder with a wheel at both ends.

Jill dashed to Professor Quill’s hut to show the artifact to him, but since he was gone, she left it with an assistant and walked slowly back to the site.

An hour later, Jill watched intently as Professor Quill and another man examined her artifact. “What do you think, Zap?”

“These people were hunter-gatherers,” Dr. Zap said. “Perhaps they hurled it at animals.”

“I don’t think so,” said the professor. “Look at the symbols on these buttons. They may have believed that touching these symbols would cause something magical to happen. Remember, this object is at least 4,000 years old, and the people who constructed it were extremely primitive.”

“I doubt—” Dr. Zap began, but the professor interrupted him.

“Very good, Zap!” he said. “Doubt is the beginning, not the end, of wisdom.”

Jill coughed politely, and everyone turned to look at her. “I found some more things,” she said, holding up a box. The cover was slim and tattered, and hundreds of thin, white sheets were crammed inside. Jill removed a single sheet and asked politely, “May I try something?”

The professor nodded, so Jill walked to the artifact, pushed gently on a button, and one of the metal rods jumped up.

“I think these buttons are levers,” she explained. “That little head on the end of the rod has the same symbol as the button I pressed.”

Jill slipped the sheet behind the cylinder and turned the wheels so that the sheet wound around the cylinder and came up in front. She pressed one of the buttons, and a rod jumped up. It struck the sheet with a smack, causing a black mark, the same as the symbol on the button she had pressed, to appear on the sheet. She pushed down the next five buttons in the row, one by one, to create these marks:

qwerty

“Astonishing!” exclaimed Professor Quill.

“This gave me the idea.” Jill removed a stack of sheets from the box. “These sheets are smaller and bound together along one side. They’re nearly covered in the symbols. This seems to be a machine that produces symbols, perhaps for communication.”

She handed the stack of sheets to the professor. The front and back were hard and shiny, and the front displayed a picture of a young boy and a one-legged man wearing a three-cornered hat.

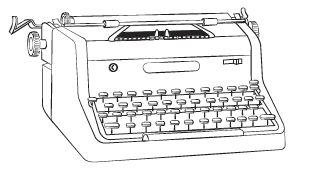
Professor Quill lifted the front of the stack of sheets carefully. On the first sheet were only a few symbols that looked like this:

***TREASURE ISLAND***

***by***

***Robert Louis Stevenson***

“Remarkable!” said Professor Quill. “You have made an important discovery. We must attempt to figure out the meaning of these symbols.”



Read this sentence from the passage.

Doubt is the beginning, not the end, of wisdom.

What does this proverb **most likely** mean?

****A. Having questions helps you learn.

****B. The wisest people believe nothing.

****C. The wisest people never have any worries.

****D. You must start at the beginning to gain understanding.

The following question has two parts. First, answer Part A. Then, answer Part B.

### Part A

What is the main problem that is mentioned in the passage?

****A. The city is buried in dirt.

****B. Nobody reads or writes any more.

****C. The two archaeologists cannot agree.

****D. The purpose of the artifact is uncertain.

### Part B

Which sentence from the passage **best** supports your answer in Part A?

****A. "Jill was discouraged when, after digging in the Buried City for two weeks . . . ."

****B. “I don’t think so,” said the professor.

****C. "The front and back were hard and shiny, and the front displayed a picture of a young boy and a one-legged man . . . ."

****D. "'We must attempt to figure out the meaning of these symbols.'"

In the passage, Professor Quill is not available to check Jill’s artifact. How does this most likely change what happens after that moment in the passage? Use information from the passage to support your answer.

The text says, "Jill dashed to Professor Quill’s hut to show the artifact to him, but since he was gone, she left it with an assistant and walked slowly back to the site." This shows that once she found the artifact, she went to Professor Quill's hut directly with only the artifact. Later, when the two men could not agree on what the purpose of the artifact was, Jill says, "'I found some more things,' holding up a box. The cover was slim and tattered, and hundreds of thin, white sheets were crammed inside." She probably found the box with the papers inside when she went back to the site after she found that Professor Quill was not in his hut. If Professor Quill had been in the hut when Jill arrived with the artifact, they would not have found the exact purpose of the machine because Jill did not bring the box of papers with her. Instead, they would have thought that the artifact was used to create magic or that people used it for some other weird purpose, but they would not have come to a conclusion that it was used for communication. The box with the papers was important to Jill and Professor Quill in figuring out what the artifact was used for. This is why Professor Quill's absence in his hut changes what happens later in the story.

Compare the discoveries in the passage “Lascaux: A Treasure in the Woods” and the passage “Keys to the Past.” Explain the similarities and differences using support from the passages.

Similarities: Both passages tell about discoveries about the past. Both passages tell about how people lived in the past and how they saw and communicated with the world around them. Differences: There are many differences between the two passages. For example, the genres are completely different. The genre of "Keys to the Past" is a futuristic fiction. It tells an entertaining story that is set in the future where people no longer read or write in English. We know that this story is set in the future because, after Professor Quill sees the title of the pages, he says, "'You have made an important discovery. We must attempt to figure out the meaning of these symbols.'" This shows that, even though the title of the book is in plain English, these people are not able to understand what the letters, or "symbols", mean. I know that Robert Louis Stevenson started writing Treasure Island in the nineteenth century. This means that the story must be set way after he wrote this book, so far front that people no longer read or write in English. The passage "Lascaux: A Treasure in the Woods" is an expository text that tells about a real discovery made in France. This discovery of the caves of Lascaux was real. The author also includes a sidebar that tells the size of the caves and what prehistoric people painted in those caves. He or she also includes a date, September 1940, that makes it clear that this passage is an expository text. It also includes facts about cave paintings. There are side headings in this passage.

Read the passage below. Then choose the word or words that correctly complete the sentences.

(1) My grandmother has           knowledge about this town than anyone. (2) She's the           person I know. (3) She has also lived here all her life. (4) However,           facts can't explain how she knows so much. (5) My           has lived here all his life, too. (6) But his knowledge of history is           than mine.

***Small Town***

(1) “I just keep my eyes and ears open,” Grandma says.

(2) “Don’t we all do that?” I ask.

(3) “Most folks just see and hear,” she explains, “but I try to look and listen.”

(4) Surely that can’t be her secret—or is it?

(5) “It is,” she says. (6) “You want to know the true history of a small american town? (7) Talk to the people who live there. (8) They’re smartest than you think. (9) The old folks can tell you things going back 60 or 70 years before you were born. (10) I’m good at letting folks talk. (11) I got to know our town. (12) This town is an very interesting place.”

(13) I enjoy listening to my grandma talk. (14) I enjoy it more than anything else.

How can sentence 6 be written correctly?

****A. You want to know the true history of a Small american town?

****B. You want to know the true history of a small American Town?

****C. You want to know the true history of a Small American town?

****D. You want to know the true history of a small American town?

What is the **best** way to write sentence 8?

****A. They’re smarter than you think.

****B. They’re more smart than you think.

****C. They’re most smarter than you think.

****D. They’re more smarter than you think.

What is the **best** way to combine sentences 10 and 11?

****A. I’m good at letting folks talk, but I got to know our town.

****B. Because I’m good at letting folks talk, I got to know our town.

****C. I’m good at letting folks talk because I got to know our town.

****D. Letting folks talk, I’m good at getting to know our town.

What is the **best** way to write sentence 12?

****A. This town is a very interesting place.

****B. This town is the very interesting place.

****C. This town is this very interesting place.

****D. This town is that very interesting place.

What is the **best** way to combine sentences 13 and 14?

****A. More than anything else, I enjoy listening to my grandma talk.

****B. I enjoy listening more than anything else, and my grandma talks.

****C. My grandma enjoys listening and talking more than anything else.

****D. More than listening, I enjoy my grandma talking about anything else.