

# Achievement First

Middle School Literature and Composition

## Scholar Packet: Passages and Questions

### Grade 8

Name: \_\_\_\_\_

Homeroom: \_\_\_\_\_

Teacher: \_\_\_\_\_

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# DAY ONE Passage and Questions

## Classrooms of the Future

By John Santos

1. Samantha sits on her couch with her laptop and headphones. It's Saturday morning, and she is completing an assignment for her online astronomy class. After viewing an interactive video about the electromagnetic spectrum, she joins a couple of her classmates in an online chat room to complete a virtual lab assignment that they will e-mail to the instructor. Samantha's parents, amazed, watch from a distance. This "classroom" experience is far different than anything they did in school. Thanks to current technology, Samantha is just one of many students who have benefited from online learning.
2. Online courses offer many benefits that help public schools meet the educational needs of today's students. Through online schools, students can access a variety of courses, including college prep courses, that may not be available to them at their local public schools. Enrollment in these courses also allows students access to virtual laboratories and the finest libraries in the country, no matter where they live.
3. Online courses provide flexibility in student schedules. Students can logon anywhere at any time to complete their class work. Students involved in extracurricular activities, those who have been hospitalized, or those who are behind in earning required credits can meet their educational needs through enrollment in online classes.
4. Students in traditional schools can fall behind if they have difficulty understanding concepts the rest of the class easily grasps. Virtual schools, on the other hand, offer a pace that meets every student's needs, allowing more time to master a difficult algebra concept or the opportunity to interact with an engineer applying scientific principles in the workplace.
5. Former U.S. Education Secretary Arne Duncan believes so strongly in virtual education that he helped budget \$500 million for the development of online precollege and college courses over the next 10 years. He is joined by Bill Gates, who calls online education one of the top

priorities of his foundation. The Gates Foundation funds innovative education projects across the nation and around the world.

6. Still, some remain skeptical about online education. They worry that online classes will not be rigorous enough to prepare students as well as traditional classrooms do. They should not worry. A 2009 Department of Education report suggests that students enrolled in online classes performed better than those in traditional schools. In fact, Florida Virtual School, the nation's largest virtual high school, boasts higher scores in its advanced-placement courses than many traditional public schools.
  
7. Today's technology provides multiple avenues for students to become better prepared for college and to pursue careers in today's global economy. Let's be willing to give online classes a chance to show how constructive they can be in helping today's students receive the best education possible.

- 1) How do paragraphs 4 through 6 support the author's position about online learning?
  - a. By explaining how online classes have become part of the educational system
  - b. By providing information about former U.S. Education Secretary Arne Duncan
  - c. By explaining why Bill Gates supports the development of online schools
  - d. By providing evidence that online classes are valuable to students' education
  
- 2) Which sentence best refutes the critics' concerns about online education?
  - a. After viewing an interactive video about the electromagnetic spectrum, she joins a couple of her classmates in an online chat room to complete a virtual lab assignment that they will e-mail to the instructor.
  - b. Enrollment in these courses also allows students access to virtual laboratories and the finest libraries in the country, no matter where they live.
  - c. Thanks to current technology, Samantha is just of many students who have benefited from online learning.
  - d. In fact, Florida Virtual School, the nation's largest virtual high school, boasts higher scores in its advanced-placement courses than many traditional public schools.
  
- 3) The narrator supports the article's premise by providing
  - a. testimonials from students who have had success with online education
  - b. examples of how online classes are improving education
  - c. statistics from various schools that offer online classes
  - d. quotations from people who have been involved in organizing online classes
  
- 4) What does the word *constructive* mean in paragraph 7?
  - a. Necessary for the future
  - b. Useful for answering questions
  - c. Effective for anticipating problems
  - d. Beneficial for achieving an outcome

- 5) Which sentence supports the belief that online education will be more widespread in the future?
- a. Students involved in extracurricular activities, those who have been hospitalized, or those who are behind in earning required credits can meet their educational needs through enrollment in online classes.
  - b. Former U.S. Education Secretary Arne Duncan believes so strongly in virtual education that he helped budget \$500 million for the development of online precollege and college courses over the next 10 years.
  - c. A 2009 Department of Education report suggests that students enrolled in online classes performed better than those in traditional schools.
  - d. This “classroom” experience is far different than anything they did in school.
- 6) The author likely includes the description of Samantha working on her laptop in paragraph 1 most likely to
- a. provide an example for readers who are unfamiliar with online classes
  - b. explain to readers the process of logging on to online classes
  - c. illustrate the steps involved in completing an online assignment
  - d. suggest that interactive videos are an important part of online assignments

## DAY TWO Passage and Question

**D***irections*  
Read this article. Then answer question 1.

### Excerpt from *World Without Fish*

*by Mark Kurlansky*

It would seem that the simplest and surest solution to helping fish repopulate the oceans would be to just stop all fishing. After all, a complete end to fishing would remove a constant and important predator from the food chain. But while it might save the fish in the short term, we can't predict what the environmental impact of suddenly removing a major predator from the ocean would do to the Earth's natural order.

What's more, fish have been a staple of the human diet for hundreds of thousands of years. It is an extremely healthy source of protein, and fish, especially the mid-water varieties, are often prescribed by cardiologists to patients with heart disease. And lastly, of course, completely eliminating fishing would destroy peoples' lives.

To see this requires only a glimpse at modern Newfoundland. After the codfish ban in the 1990s, Newfoundland lost its way of life. Not only were the fishermen put out of work, so were the people who processed fish, and the people who marketed fish, and the people who transported fish. Most of the population, in fact, was out of work, supported solely by the money handed out from the Canadian government to help them.

The cod never returned to Newfoundland and life changed. Where there had been cod, there was now crab. The fishermen were not certain if these crab had moved in because of the absence of the predator, cod, or if they had simply always been there but no one had cared until the cod was gone.

Inshore fishermen who had been getting eighteen and a half cents a pound for cod were now getting a dollar and sixty cents Canadian for crab. Gone were the thirty-foot open-deck skiffs from which the inshore fishermen trapped cod. Now the inshore fishermen drag up their skiffs to lie in the weeds, and buy bigger boats to go farther out and set baited traps. The offshore fishermen started crabbing, too. The draggers removed the huge spools of net from their sterns and hauled in crab traps on pulleys fixed on the sides of the boats. The fish-processing plants were now all crab-processing plants. But it was a short season—about two months in the summer, and only 25,000 pounds of crab were allowed for each license.

Along with the environmental loss, Newfoundland lost its culture. Human beings are part of the natural order, so it's not surprising to find human society follows the same natural laws as biology. Just as species need diversity in order to survive and prosper, it may be that human civilization needs a wide variety of cultures, different ways of life, in order to survive and prosper. We live in a world in which cultures and ways of life are vanishing at an enormous rate. In the United States alone, thousands of family farms

35 are closed down every year, changing the relationship of people to the land, the  
nature of rural life, and the kind of food we eat. Online shopping is threatening the  
culture of shopkeepers. The world is losing many of its languages. Only eighty-three out  
of 7,000 languages are commonly spoken today, and linguists estimate that a language  
from somewhere on earth dies as frequently as every other week.

40 Many things, not just fish, are in danger of extinction. Fishermen are in danger  
of extinction. As with animal species, whenever anything is threatened with extinction,  
it is worthwhile to ask what will take its place. In the case of fishermen, it appears to  
be tourism.

In Newfoundland, that's already happened. The grocery stores and little shops in just  
about every little fishing village have started selling souvenirs to visitors. What kind of  
45 souvenirs? Cod. Cod hats, cod T-shirts, cod-shaped chocolates, cod-shaped cookies, cod  
ornaments and sculptures and business-card holders. One line of cod cookies was labeled  
"endangered species." In the ultimate irony, the restaurants that cater to tourists import  
cod for their menus because when people travel to Newfoundland, they want to eat cod.

50 When the parks department of Canada proposed turning Bonavista Bay, a one-time  
inshore fishing ground, into an aquatic reserve for tourists, the fishermen rebelled. This is  
one of fishermen's most dreaded scenarios—that their boats will end up in museums and  
their fishing grounds will be used only for viewing sea life, like the great African plains  
where tourists go to view animals. The Bonavista Bay fishermen mounted such a  
vociferous opposition to this plan for their future that the project was dropped.

55 This tension between the tourism and fishing industries, really a struggle for the  
character and culture of coastlines, can be seen along many of the seashores of the world.

Fishing has always attracted people. Many of the most famous fishing ports have  
drawn artists and writers. One of the most important movements in modern art, fauvism,  
began in May of 1905 when French painters Henri Matisse and André Derain went to the  
60 Mediterranean anchovy port of Collioure and painted the colorful fishing boats in pure,  
bright colors. Rudyard Kipling's famous book, *Captains Courageous*, is about a boy who  
accidentally serves on a Gloucester schooner to the Grand Banks, and the American  
classic *Moby Dick* by Herman Melville starts in the New Bedford and Nantucket  
whale fisheries.

65 Fishing has always been at the heart of the culture of nations with coastlines. And at  
first glance, it would seem that tourism and fishing could coexist well. Tourists, like artists,  
love working fishing towns. But in the conflict between the interests of tourism and  
fishing, waterfront space becomes a vital issue. Yacht owners pay prices fishermen can't  
afford for harbor-front mooring and dock space. In the end, they compete for almost  
70 everything. A world without fishing would be sad. Coastlines would lose their meaning  
and coastal people would lose their culture and their primary way of earning money. It  
was a way of life for thousands of years without destroying the environment. And so  
governments, fishermen, and scientists need to work together to find a way to fish without  
destroying the fish.

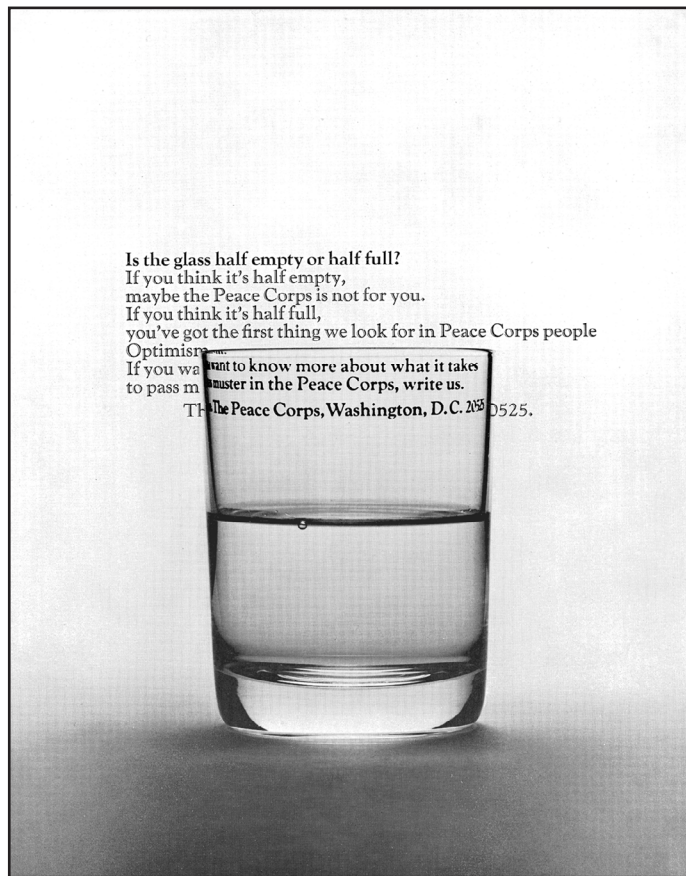


# DAY THREE Passage and Questions

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

## The Peace Corps: Service to the World

- 1 On March 1, 2011, the United States celebrated the fiftieth anniversary of the Peace Corps. This special agency sends American volunteers to other countries to provide aid in the fields of education, agriculture, health, technology, and community development. Its mission is to promote world peace and friendship.
- 2 To achieve its mission, the Peace Corps has three goals. The first is to assist countries interested in developing skilled workers. The second is to help people of other cultures better understand Americans. The third goal is to help Americans better understand other cultures.



### Peace Corps Origins

- 3 The Peace Corps came into being as a result of a 1960 presidential campaign stop made by John F. Kennedy. Kennedy arrived at the University of Michigan on October 14 at 2:00 A.M. He was scheduled to speak later that day, but

10,000 students, stirred by his candidacy, were waiting to meet him. Rather than disappoint the students, Kennedy gave an impromptu speech. He asked the crowd whether they would be willing to serve their country and the cause of peace by living and working in the developing world.

- 4 Young people quickly and enthusiastically responded to the challenge. Within weeks the students had gathered 1,000 signatures in support of the idea. Many more letters of support arrived at Kennedy's campaign headquarters. Kennedy did not forget about the idea. He created the Peace Corps less than six months after meeting the Michigan students. On August 30, 1961, the first group of 51 volunteers arrived in Ghana, a country in western Africa.

## Service Through the Decades

- 5 Since then, more than 200,000 Americans have served in the Peace Corps. Volunteers currently serve in 76 countries in Africa, Latin America, Eastern Europe, Asia, the Caribbean, and the Pacific Islands. The agency truly has a global impact.
- 6 The world has changed since 1961, and the focus of the Peace Corps has evolved with it. While many volunteers continue to teach children, train adults in agricultural techniques, and bring clean water to communities, others are addressing needs that have emerged in recent years. In response to the development and spread of information technology, volunteers now provide technical training and support to groups that want to make better use of computers and the Internet.



A Peace Corps Volunteer Working with Children in Nepal

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## Service to Others

- 7 On the fiftieth anniversary of the Peace Corps, President Barack Obama issued a proclamation in which he honored the “volunteers who have collectively given over a half-century of service to the cause of peace.” These volunteers take satisfaction in building schools or constructing water purification systems, but they often say that their real reward is intangible.
- 8 Mike Roman is a teacher on an island in Kiribati, a country in the Pacific. He chose to serve “because it’s the ‘right thing’ to do. After some time you learn what the ‘right thing’ is in any situation—it’s the voice inside your head; you just have to learn to listen to it.”
- 9 Another volunteer, Christian Deitch, teaches English in the Kyrgyz Republic in central Asia. When asked about his work with the Peace Corps, Deitch commented, “I know the students I worked with got a lot out of our time together, but I felt like I was the lucky one. It’s hard to explain, but it made me realize that working for others . . . was the best paycheck I ever got.”
- 10 In his inaugural address in 1961, President Kennedy issued a challenge: “Ask not what your country can do for you—ask what you can do for your country.” More than 50 years later, many Americans continue to respond to this challenge each year by joining the Peace Corps.

- 1** What is the most likely reason the author wrote this selection?
- A** To inform the reader about the history and work of the Peace Corps
  - B** To provide information about an influential president
  - C** To challenge the reader to create programs that are similar to the Peace Corps
  - D** To explain the benefits of serving in the Peace Corps
- 

- 2** Because the Latin root *tangere* means “to touch,” the reader can tell that the word intangible in paragraph 7 refers to something that —
- A** is passed on from one person to another
  - B** does not consist of a physical substance
  - C** is not physically strong
  - D** is handled often
- 

- 3** A recent change in the kind of work done by Peace Corps volunteers is the result of —
- A** advances in technology
  - B** new agricultural techniques
  - C** greater cultural awareness
  - D** increased health needs

- 4** In paragraphs 1 and 2, the author presents the idea that —
- A** people who volunteer for the Peace Corps must be skilled in several areas in order to help others
  - B** the purpose of the Peace Corps is to identify problems faced by other countries
  - C** the Peace Corps is focused on building mutual respect between the United States and other countries
  - D** a Peace Corps volunteer must follow three important steps while working in a foreign country

- 
- 5** The author of the selection includes paragraphs 8 and 9 most likely to —
- A** illustrate the kind of work Peace Corps volunteers do in central Asia
  - B** provide examples of how actual volunteers feel about the Peace Corps
  - C** introduce volunteers who have completed various assignments in the Peace Corps
  - D** describe what the Peace Corps expects from its volunteers

- 6** The author begins and ends the selection by bringing together the idea that —
- A** 2011 marked a milestone in the history of the Peace Corps
  - B** President Kennedy’s 1961 address was the foundation on which the Peace Corps was built
  - C** the young people of America show good citizenship by joining the Peace Corps
  - D** the Peace Corps is still a success 50 years after its founding

- 
- 7** Why does the advertisement begin with a question?
- A** To provide readers with an example of an activity in which Peace Corps volunteers participate
  - B** To cause readers to evaluate their own suitability for the Peace Corps
  - C** To show readers the feelings of uncertainty experienced by Peace Corps volunteers
  - D** To evaluate readers’ knowledge of the Peace Corps’ mission

**8** Paragraphs 3 and 4 are mainly about —

- A** Kennedy’s popularity with students at the University of Michigan
- B** the creation of the Peace Corps in the early 1960s
- C** Kennedy’s campaign stop at the University of Michigan
- D** the first group that committed to serving in the Peace Corps

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**9** Which statement best expresses an opinion found in the section “Service to Others”?

- A** President Barack Obama issued a proclamation to honor volunteers on the fiftieth anniversary of the Peace Corps.
- B** Mike Roman serves in the Peace Corps as a teacher on an island in Kiribati.
- C** Christian Deitch volunteers as an English teacher in the Kyrgyz Republic in central Asia.
- D** Americans should ask what they can do for their country instead of asking what the country can do for them.

# DAY FOUR Passage and Questions

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

## My Wandering Horse

*by John Bird*

- 1 Wrangler was my companion before I met my wife. Not having been in South Texas long, I didn't know many people; all of my family lived in North Texas, and I wasn't very social anyway. So when I wasn't teaching agriculture and science at Lytle Middle School in Lytle, southwest of San Antonio, I was spending time with Wrangler.
- 2 I bought the little gelding when he was 3. Day after day, Wrangler and I traveled the rights-of-way along irrigation canals. Medina County had black, flood-irrigated farmland. Small canals that ran across the back of each field were fed from the main canal that went for miles to Medina Lake, north of Castroville. When a farmer needed to irrigate, he or she ordered water from the local water district. The water was directed to the farmer's canal by other canals, and the water flow was controlled by a series of dams. When the water arrived, the farmer opened the stops on his canal, and the property was flooded.
- 3 The canal rights-of-way made an open path to roam and explore. We went through miles of corn, grain sorghum and warm-season vegetables in the summer. During the winter there were cabbage, carrots and wheat. Along the canals there was always something new to see. Wrangler had a long, smooth running walk; we could cover a lot of ground.
- 4 When I was at work, Wrangler was turned out with the Barbados sheep. Sometimes he pinned his ears and tried to herd them; sometimes the lambs followed Wrangler when they couldn't find their mother. Mr. Salinas, my landlord, didn't mind the horse being with his sheep—he made a fine guard dog.
- 5 But being the young horse that he was, Wrangler had a mischievous side. When we left his pasture to start out on a ride, I'd drop the reins when I opened the gate. He would follow me with his nose right at my shoulder. Where I turned, he turned. Once through, Wrangler would stand facing me until I latched the gate, took the reins and swung onto his back; I thought I was a regular horse whisperer.
- 6 One day we went through our normal gate routine. Wrangler stood facing me with a sleepy and innocent look as I turned to latch the gate. But this time, as soon as I took my eyes off of him, he bolted out of the yard and down the road—saddle, reins and all. When he had a half mile or so

between us, he stopped, turned and waited until I got to him, as if he were showing me that he could get away when he wanted to.

7 Another time, it had been a long day at work when I drove down the lane to home. Wrangler wasn't in his normal place. I looked in the back pasture, and then in the barn, but no horse. The fences were up and the gates were closed; he must have been stolen, I thought.

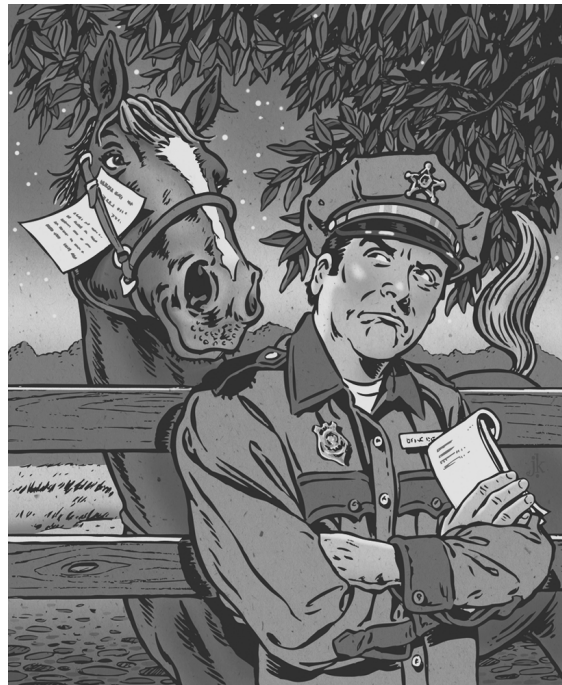
8 A Medina County sheriff's deputy asked me to describe my horse. "He's a little sorrel gelding," I said, "with a freeze brand of a rising sun on his left hip."

9 "Your horse is here in Hondo," the deputy said. "You can pick him up at the stockyards along with his citation."

10 With trailer in tow, I made the 30-mile trip to the stockyards where my horse was in custody. It seemed that he had jumped the fence, traveled a mile down the road and run my neighbor's yearlings through the one-line electric fence that was holding them in. When a sheriff's deputy found him, he was herding the calves down the highway toward LaCoste. The deputy wasn't pleased with either of us. I accepted my scolding and headed for home with a ticket and a troublemaking horse.

11 I'm not the type to appeal a ticket, but this one said that my offense was "allowing livestock to roam on (the) highway." There wasn't any doubt that the horse was on the highway—I wasn't contesting that, but he certainly wasn't allowed to be there.

12 My court date arrived; I appeared in Hondo before the proper authorities and pled my case as they listened patiently. It was my luck that the district attorney had horses of his own. He said he knew that when "a horse had a mind to go somewhere, he would go." Wrangler got off with 90 days probation, but the fee would be doubled if he were found roaming the highway again during that time. I assured the authorities that he would stay put.



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13        The days of testing passed, and my little friend stayed out of trouble. After that, the only time he ran off was when I decided that he didn't need a bridle and tried to ride him with just a halter and lead rope, or when someone else rode him and ignored my warning to keep him at a walk.

14        After a year or two, it was time for me to go back to college for more schooling. Knowing that I couldn't afford to take care of Wrangler and pay tuition, I sold him to a junior barrel racer from Castroville. It was rumored that he became a good rodeo horse. I never saw him again, but I'll always remember my little troublemaking gelding.

*John Bird lives with his wife and three children in Eastland, where he works for the USDA Farm Service Agency.*

"My Wandering Horse" by John Bird. Reprinted with permission, *Texas Co-op Power* magazine, November 2009 issue.

**1** What can the reader conclude about Bird's relationship with Wrangler?

- A** Wrangler was the only horse Bird will ever own.
  - B** Bird wished that he had never sold Wrangler.
  - C** Bird hoped to see Wrangler again.
  - D** Wrangler made a lasting impression on Bird.
- 

**2** Bird uses paragraph 10 to convey to the reader —

- A** the anger displayed by the sheriff's deputy
  - B** the dangers Wrangler experienced on the highway
  - C** the chaos Wrangler's actions caused
  - D** the frustration felt by the neighbor
- 

**3** The reader can best identify this selection as a memoir because it —

- A** focuses solely on the author's emotions
- B** describes meaningful events in the author's past
- C** contains a vivid description of the setting
- D** has a well-developed character that encounters a problem

- 4** Bird was fortunate that the district attorney had horses of his own because the district attorney —
- A** was able to offer Bird advice on how to better understand horses
  - B** recognized Bird’s ability to handle Wrangler well
  - C** understood how costly raising Wrangler was for Bird
  - D** was sympathetic toward Bird’s situation

- 
- 5** Bird includes paragraphs 11 and 12 in the selection most likely to illustrate that —
- A** people often try to shirk their responsibilities
  - B** owners cannot always control their animals
  - C** authority figures usually respond to crises in a positive manner
  - D** horses cause more highway accidents than any other animal

- 6** Bird wrote this selection most likely to —
- A** explain why horses can be difficult to control
  - B** express his regret about selling his horse
  - C** celebrate the bond he shared with his horse
  - D** provide useful advice to first-time horse owners

- 
- 7** The author organizes this selection by —
- A** listing the challenges that horse owners experience
  - B** contrasting the actions of Wrangler with those of other animals
  - C** describing episodes from the period of time he owned Wrangler
  - D** comparing his experience of owning a horse with the experiences of others

## DAY 5 Passage and Questions

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**Read the two excerpts in which two young people describe experiences during the Great Depression, a time of widespread economic difficulty. Then answer the questions that follow.**

In the excerpt from *To Kill a Mockingbird*, Jean Louise “Scout” Finch speaks to her teacher, Miss Caroline, and her father, Atticus, about their neighbors, the Cunninghams.

### from *To Kill a Mockingbird*

by Harper Lee

- 1 “Everybody who brings his lunch put it on top of his desk.”
- 2 Molasses buckets appeared from nowhere, and the ceiling danced with metallic light. Miss Caroline walked up and down the rows peering and poking into lunch containers, nodding if the contents pleased her, frowning a little at others. She stopped at Walter Cunningham’s desk. “Where’s yours?” she asked.
- 3 Walter Cunningham’s face told everybody in the first grade he had hookworms.<sup>1</sup> His absence of shoes told us how he got them. People caught hookworms going barefooted in barnyards and hog wallows. If Walter had owned any shoes he would have worn them the first day of school and then discarded them until mid-winter. He did have on a clean shirt and neatly mended overalls.
- 4 “Did you forget your lunch this morning?” asked Miss Caroline.
- 5 Walter looked straight ahead. I saw a muscle jump in his skinny jaw.
- 6 “Did you forget it this morning?” asked Miss Caroline. Walter’s jaw twitched again.
- 7 “Yeb’m,” he finally mumbled.
- 8 Miss Caroline went to her desk and opened her purse. “Here’s a quarter,” she said to Walter. “Go and eat downtown today. You can pay me back tomorrow.”
- 9 Walter shook his head. “Nome thank you ma’am,” he drawled softly.
- 10 Impatience crept into Miss Caroline’s voice: “Here Walter, come get it.”
- 11 Walter shook his head again.

<sup>1</sup>hookworms—a parasitic intestinal worm that causes paleness from loss of blood

- 
- 12 When Walter shook his head a third time someone whispered, "Go on and tell her, Scout."
- 13 I turned around and saw most of the town people and the entire bus delegation looking at me. Miss Caroline and I had conferred twice already, and they were looking at me in the innocent assurance that familiarity breeds understanding.
- 14 I rose graciously on Walter's behalf: "Ah—Miss Caroline?"
- 15 "What is it, Jean Louise?"
- 16 "Miss Caroline, he's a Cunningham."
- 17 I sat back down.
- 18 "What, Jean Louise?"
- 19 I thought I had made things sufficiently clear. It was clear enough to the rest of us: Walter Cunningham was sitting there lying his head off. He didn't forget his lunch, he didn't have any. He had none today nor would he have any tomorrow or the next day. He had probably never seen three quarters together at the same time in his life.
- 20 I tried again: "Walter's one of the Cunninghams, Miss Caroline."
- 21 "I beg your pardon, Jean Louise?"
- 22 "That's okay, ma'am, you'll get to know all the county folks after a while. The Cunninghams never took anything they can't pay back—no church baskets and no scrip stamps.<sup>2</sup> They never took anything off of anybody, they get along on what they have. They don't have much, but they get along on it."
- 23 My special knowledge of the Cunningham tribe—one branch, that is—was gained from events of last winter. Walter's father was one of Atticus's clients. After a dreary conversation in our livingroom one night about his entailment,<sup>3</sup> before Mr. Cunningham left he said, "Mr. Finch, I don't know when I'll ever be able to pay you."
- 24 "Let that be the least of your worries, Walter," Atticus said.
- 25 When I asked Jem<sup>4</sup> what entailment was, and Jem described it as a condition of having your tail in a crack, I asked Atticus if Mr. Cunningham would ever pay us.
- 26 "Not in money," Atticus said, "but before the year's out I'll have been paid. You watch."

<sup>2</sup>scrip stamps—temporary paper money issued to the needy

<sup>3</sup>entailment—to restrict property by limiting the inheritance to the owner's descendants

<sup>4</sup>Jem—nickname for Scout's brother Jeremy

- 
- 27 We watched. One morning Jem and I found a load of stovewood in the back yard. Later, a sack of hickory nuts appeared on the back steps. With Christmas came a crate of smilax and holly. That spring when we found a crokersack full of turnip greens, Atticus said Mr. Cunningham had more than paid him.
- 28 "Why does he pay you like that?" I asked.
- 29 "Because that's the only way he can pay me. He has no money."
- 30 "Are we poor, Atticus?"
- 31 Atticus nodded. "We are indeed."
- 32 Jem's nose wrinkled. "Are we as poor as the Cunninghams?"
- 33 "Not exactly. The Cunninghams are country folks, farmers, and the crash<sup>5</sup> hit them hardest."
- 34 Atticus said professional people were poor because the farmers were poor. As Maycomb County was farm country, nickels and dimes were hard to come by for doctors and dentists and lawyers. Entailment was only a part of Mr. Cunningham's vexations.<sup>6</sup> The acres not entailed were mortgaged to the hilt, and the little cash he made went to interest. If he held his mouth right, Mr. Cunningham could get a WPA<sup>7</sup> job, but his land would go to ruin if he left it, and he was willing to go hungry to keep his land and vote as he pleased. Mr. Cunningham, said Atticus, came from a set breed of men.

<sup>5</sup>crash—the collapse of the stock market in 1929

<sup>6</sup>vexations—irritations

<sup>7</sup>WPA—Works Progress Administration, a federal program to provide jobs to the unemployed

- 
- 1 What do the details in paragraph 3 of *To Kill a Mockingbird* suggest about Walter Cunningham?
- A. His poverty affects his health.
  - B. His laziness gets him in trouble.
  - C. His lack of tidiness bothers his teacher.
  - D. His appearance is of little concern to him.
- 2 Based on the excerpt from *To Kill a Mockingbird*, Miss Caroline is unaware that she is
- A. being silly.
  - B. acting strictly.
  - C. angering Scout.
  - D. embarrassing Walter.
- 3 What do paragraphs 12–14 of *To Kill a Mockingbird* **most** reveal about the students?
- A. They must raise their hands to talk in class.
  - B. They trust Scout to speak for them.
  - C. They are ready to leave for lunch.
  - D. They dislike Miss Caroline.

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4 Read the details from *To Kill a Mockingbird* in the box.

- He had none today nor would he have any tomorrow . . . . (paragraph 19)
- . . . nickels and dimes were hard to come by for doctors . . . . (paragraph 34)

What do the details reveal about the setting of the excerpt?

- A. People are moving away from the area.
- B. Trading services fails to help people out.
- C. Increasing prices have become common.
- D. The community is struggling financially.

5 Which statement **best** reflects a theme of the excerpt from *To Kill a Mockingbird*?

- A. It is important to stand by your relatives even if they are wrong.
- B. It is best to be kind in your dealings with other people.
- C. It is better to be cautious when there is danger.
- D. It is advisable to avoid challenging the laws.

## DAY SIX Passage and Questions

In this excerpt from *A Part of the Sky*, author Robert Newton Peck remembers being 13 years old in Vermont during the Great Depression.

### from *A Part of the Sky*

by Robert Newton Peck

- 1 It was September.
- 2 There wasn't a second cut of hay. And very little of our field corn could I cut or try to sell for silage.<sup>1</sup> The ears were few and stunted, yet I collected every one to shuck for our chickens.
- 3 During warm weather, our hens roamed free, surviving by pecking at every bug and beetle. Winter was another story. The snow and cold demanded that our chickens would stay cooped. Corn had to be provided. An animal, even a hen, burns more fuel in winter. So do people. This meant that our teapot money<sup>2</sup> drained away to vacant.
- 4 Mama and Carrie canned every vegetable that I could dig up from our little backyard garden. Not much to can. In better years, my mother and aunt would spend weeks by the stove, paring, slicing, and processing all their jars on our Acme American stove.
- 5 One time, sweaty with boiling beets, Mama said to her sister, "There be only two seasons in Vermont. Winter and canning." Mama had a wit.
- 6 At least I kept my job at Ferguson's Feed & Seed. During my noon hour, on the first day of September, I made a trip to the Town Clerk's office. A lady was there. The only person.
- 7 "How do," I said, taking off my hat. "My name is Robert Peck. Me and my family, we're uphillers. Is this where people pay taxes?"
- 8 "You're here for that purpose?"
- 9 "Yes'm." I swallowed. "No, because I don't have the thirty-five dollars. Not a penny of it. My father died, and . . ."
- 10 "What's your name again?"
- 11 "Peck."
- 12 She searched through her records, then stopped. "Haven Peck?"
- 13 "No, I'm his son. He's dead. Please, tell me what happens if I can't pay."

<sup>1</sup>silage—coarse food fed to farm animals

<sup>2</sup>teapot money—savings

- 
- 14 "Then your property is placed in jeopardy.<sup>3</sup> Perhaps you ought to consult a lawyer. My brother-in-law happens to be . . ."
- 15 "Excuse me. I want to be polite, but we don't have a lot to spend, on anything."
- 16 "Are you employed?"
- 17 I nodded. "Yes, a regular job at the feedstore, right here in Learning. If you doubt it, you can ask Mr. Porter Ferguson."
- 18 "How old are you, young man?"
- 19 "Thirteen. Does that make a difference?"
- 20 "Not usual. I was just curious. You'll have to register for school in two days. And attend. You won't be working any longer. By the way, what was your stipend at the feedstore?"
- 21 "My what?"
- 22 "Pay. What do you earn?"
- 23 I smiled at her. "Well, I started there at fifty cents a day, but because I come early and stayed late, Mr. Ferguson upped my wage to seventy-five cents."
- 24 "Six days a week for Mr. Ferguson?"
- 25 "Yup. I mean yes'm."
- 26 "Do you own your farm outright, or is there some sort of a lien or mortgage on it?"
- 27 "It's mortgaged. But we've been paying it off pretty steady. Only four years to go and it's all ours. Free and clear."
- 28 The lady made a note on our paper.
- 29 "Your property will not be free and clear if you haven't settled your annual tax. How do you propose to raise thirty-five dollars? Or do you expect to become a burden to the township?"
- 30 "No, I don't."
- 31 "By statute, there is a fiduciary obligation on indebted real property. Legally, no continuant can be considered in our jurisdiction without further proof of viable assets. An attorney, for a reasonable fee, can explain all this to you and then represent you in court, at which time you can opt for a judicial review."

<sup>3</sup>jeopardy—danger

- 32 My knees started to wobble. Inside my brain, all she'd said was starting to mill around, and I didn't savvy<sup>4</sup> a word. "We want to pay our taxes. But can't right now. By next growing season, in a year, I'll be able to settle whatever we owe."
- 33 The woman smirked. "If I had a dime for every deadbeat that gives me that story, I'd be rolling rich."
- 34 "Thank you," I told her, even though she hadn't given me much of a cheering.
- 35 When I returned to the feedstore, Mr. Ferguson was messing through a pile of papers. He sat with his ledger book before him.
- 36 "Few of the people who trade here are paying me any cash. What they owe's on the cuff." Mr. Ferguson shook his head. "And my cuff isn't big enough."
- 37 "I'm sorry, Mr. Ferguson. It would be nifty if you'd prosper. You're a honest merchant."
- 38 "Rob," he said, looking up at me over his half-moon glasses, "I can't afford to keep you on. You're a worker. But we're all into tough times. If business takes a healthier turn, I'll hire you again."
- 39 I felt stunned.
- 40 "Then I'm all through here?"
- 41 "Yup. I'm sorry. Hope you know it." He pointed at a ten-pound burlap sack. "So we'll part as friends, there's a bag of cracked corn. Take it. Before spring, your chickens might get hungry."
- 42 Thanking him, I left uproad for home.

<sup>4</sup>savvy—understand

- 1.** Based on the excerpt from *A Part of the Sky*, what is Robert's **greatest** concern?
- A. He is in danger of losing his home.
  - B. He has ignored his mother's wishes.
  - C. He has misplaced his father's paperwork.
  - D. He is unsure whether he can go to school.

**Keep going! -->**

- 
2. Based on the excerpt from *A Part of the Sky*, the attitude of the woman at the Town Clerk's office is **best** described as
- A. uneasy.
  - B. unexpected.
  - C. uninformed.
  - D. unsympathetic.
3. Based on paragraphs 20–23 of *A Part of the Sky*, what does the word *stipend* mean?
- A. salary
  - B. training
  - C. position
  - D. schedule
4. Read paragraph 27 of *To Kill a Mockingbird*. In the paragraph, Mr. Cunningham's gifts are **most** comparable to which item in *A Part of the Sky*?
- A. the ears of field corn (paragraph 2)
  - B. the jars of beets (paragraph 5)
  - C. Robert's wages at the store (paragraph 23)
  - D. Mr. Ferguson's sack of cracked corn (paragraph 41)
- \*NOTE: You MUST go back to the day 5 text to answer this question!**

**Keep going! -->**

**This question is a text-based essay question. Write your essay in the space provided in your Student Answer Booklet. Your essay should:**

- **Present and develop a central idea.**
- **Provide evidence/details from the passage(s).**
- **Include correct grammar, spelling, and punctuation.**

- 5.** Based on *To Kill a Mockingbird* and *A Part of the Sky*, write an essay explaining the similarities between Walter Cunningham and Robert Peck. Be sure to use information from **both** excerpts to develop your essay.

**\*NOTE: You MUST go back to the day 5 text to answer this question!**

**NOTE: You can use this page to plan your response, but please write your final answer in your answer sheet packet.**

## DAY SEVEN Passages and Questions

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**The American Civil War was a conflict between the southern states, called the Confederacy, and the northern states, known as the Union or the United States. The war was caused, in part, by a disagreement over whether white Americans had the right to own African Americans as slaves. Read the two excerpts about an important meeting that happened during the Civil War, and then answer the questions that follow.**

In "Waiting for Mr. Lincoln," Frederick Douglass, an influential opponent of slavery, hopes to meet with Abraham Lincoln, the President of the United States.

### Waiting for Mr. Lincoln

*by Russell Freedman*

- 1 Heads turned when Frederick Douglass walked into the White House on the morning of August 10, 1863. It was still early, but the waiting area leading to Abraham Lincoln's office was crowded with politicians, officials, patronage seekers, and citizens of all kinds seeking an audience with the president.
- 2 Douglass was the only black man among them. The others seemed surprised to see him, and some were none too pleased.
- 3 Lincoln tried to meet with as many callers as he possibly could each day. He said he enjoyed his "public opinion baths" and found them a useful way to find out what people were thinking. When first elected, he had refused to limit his visiting hours. "They do not want much," he said of the throngs of citizens waiting to see him one day, "and they get very little. . . . I know how I would feel in their place."
- 4 But the crowds became unmanageable. People showed up before breakfast and were still waiting to see him late at night. At times, even U.S. senators had to wait a week or more to speak with the president. As his work piled up, Lincoln realized that he had to restrict his visiting hours. He saw callers from ten o'clock in the morning till one in the afternoon. Priority was given to cabinet members and congressmen; if any time remained, ordinary citizens were admitted.
- 5 It wasn't easy to see the president. Not everyone got in.
- 6 Douglass handed his calling card to a clerk and looked around for an empty chair. None was available, so he found a place to sit on the stairway leading to Lincoln's office. The stairs were filled with other men hoping for a moment with the nation's chief executive.
- 7 Douglass had no appointment. He had no idea how long he might have to wait, or even if he would be granted an interview. By meeting with the president, he hoped "to secure just and fair treatment" for the thousands of

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black troops who had enlisted in the Union army and were now fighting for the North in America's Civil War.

- 8 When the war began, federal law prohibited blacks from serving in the army. But as the fighting continued, with mounting casualties and no decisive victories, the North finally allowed African Americans to enlist. Black soldiers fought with distinction, but they were paid only half as much as white soldiers and were not being promoted for outstanding service. Worse, black prisoners of war were being executed or enslaved by their Southern captors.
- 9 Douglass had come to Washington to "lay the complaints of my people before President Lincoln." At forty-five, formally dressed for his visit, he was a commanding figure, taller than most men, with a powerful athlete's build, graying hair, penetrating brown eyes, and a carefully trimmed beard. A former slave, he had escaped to freedom and become a famous author, newspaper editor, and abolitionist. He had spent his career as a free man demanding that slavery be abolished in America and equal rights extended to whites and blacks alike.
- 10 Douglass and Lincoln had never met, but they had some things in common. They had both risen from poverty and obscurity to international prominence. Both were self-educated. Lincoln, born dirt poor, had less than a year of formal schooling. Douglass, born a slave, wasn't permitted to go to school. He taught himself to read and write in secret, hiding the few books he was able to get his hands on. And in fact the two men had read and studied some of the same books.
- 11 Even so, in the year 1863 it required plenty of "nerve," as Douglass put it, for a black man to walk unannounced into the White House and request an audience with the president.
- 12 Millions of blacks were still enslaved on farms and plantations in the Confederate South. In the North, African Americans were free but were denied many rights. . . .
- 13 "The distance between the black man and the white American citizen was immeasurable," Douglass later recalled. "I was an ex-slave, identified with a despised race, and yet I was to meet the most exalted person in this great republic. . . . I could not know what kind of reception would be accorded me. I might be told to go home and mind my business. . . . Or I might be refused an interview altogether."
- 14 He was determined to wait.

"Waiting for Mr. Lincoln" by Russell Freedman, from *Abraham Lincoln and Frederick Douglass: The Story Behind an American Friendship*. Copyright © 2012 by Russell Freedman. Reprinted by permission of Clarion Books, an imprint of Houghton Mifflin Harcourt Publishing Company.

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In this excerpt from *Life and Times of Frederick Douglass*, Douglass describes his meeting with Abraham Lincoln.

from *Life and Times of Frederick Douglass*

by Frederick Douglass

- 1 I shall never forget my first interview with this great man. I was accompanied to the executive mansion and introduced to President Lincoln by Senator Pomeroy. The room in which he received visitors was the one now used by the President's secretaries. I entered it with a moderate estimate of my own consequence, and yet there I was to talk with, and even to advise, the head man of a great nation. Happily for me, there was no vain pomp and ceremony about him. I was never more quickly or more completely put at ease in the presence of a great man than in that of Abraham Lincoln. He was seated, when I entered, in a low armchair with his feet extended on the floor, surrounded by a large number of documents and several busy secretaries. The room bore the marks of business, and the persons in it, the President included, appeared to be much over-worked and tired. Long lines of care were already deeply written on Mr. Lincoln's brow, and his strong face, full of earnestness, lighted up as soon as my name was mentioned. As I approached and was introduced to him he arose and extended his hand, and bade me welcome. I at once felt myself in the presence of an honest man—one whom I could love, honor, and trust without reserve or doubt. Proceeding to tell him who I was and what I was doing, he promptly, but kindly, stopped me, saying: "I know who you are, Mr. Douglass; Mr. Seward has told me all about you. Sit down. I am glad to see you." I then told him the object of my visit: that I was assisting to raise colored troops; that several months before I had been very successful in getting men to enlist, but that now it was not easy to induce the colored men to enter the service, because there was a feeling among them that the government did not, in several respects, deal fairly with them. Mr. Lincoln asked me to state particulars. I replied that there were three particulars which I wished to bring to his attention. First, that colored soldiers ought to receive the same wages as those paid to white soldiers. Second, that colored soldiers ought to receive the same protection when taken prisoners, and be exchanged as readily and on the same terms as any other prisoners, and if Jefferson Davis should shoot or hang colored soldiers in cold blood the United States Government should, without delay, retaliate in kind and degree upon Confederate prisoners in its hands. Third, when colored soldiers, seeking the "bubble reputation at the cannon's mouth," performed great and uncommon service on the battlefield, they should be rewarded by distinction and promotion precisely as white soldiers are rewarded for like services.

- 
- 2 Mr. Lincoln listened with patience and silence to all I had to say. He was serious and even troubled by what I had said and by what he himself had evidently before thought upon the same points. He, by his silent listening not less than by his earnest reply to my words, impressed me with the solid gravity of his character.
  - 3 He began by saying that the employment of colored troops at all was a great gain to the colored people; that the measure could not have been successfully adopted at the beginning of the war; that the wisdom of making colored men soldiers was still doubted; that their enlistment was a serious offense to popular prejudice; that they had larger motives for being soldiers than white men; that they ought to be willing to enter the service upon any condition; that the fact that they were not to receive the same pay as white soldiers seemed a necessary concession to smooth the way to their employment at all as soldiers, but that ultimately they would receive the same. On the second point, in respect to equal protection, he said the case was more difficult. Retaliation was a terrible remedy, and one which it was very difficult to apply; that, if once begun, there was no telling where it would end; that if he could get hold of the Confederate soldiers who had been guilty of treating colored soldiers as felons he could easily retaliate, but the thought of hanging men for a crime perpetrated by others was revolting to his feelings. He thought that the rebels themselves would stop such barbarous warfare; that less evil would be done if retaliation were not resorted to and that he had already received information that colored soldiers were being treated as prisoners of war. In all this I saw the tender heart of the man rather than the stern warrior and commander-in-chief of the American army and navy, and, while I could not agree with him, I could but respect his humane spirit.
  - 4 On the third point he appeared to have less difficulty, though he did not absolutely commit himself. He simply said that he would sign any commission to colored soldiers whom his Secretary of War should commend to him. Though I was not entirely satisfied with his views, I was so well satisfied with the man and with the educating tendency of the conflict that I determined to go on with the recruiting.

*Life and Times of Frederick Douglass* by Frederick Douglass. In the public domain.

- 
- 1 What is the **most likely** reason that the author of "Waiting for Mr. Lincoln" included paragraphs 1 and 2?
- A. to show the impatience of people in the White House waiting area
  - B. to suggest that prejudice existed even in the White House waiting area
  - C. to indicate the special treatment provided in the White House waiting area
  - D. to illustrate the physical discomfort felt by visitors in the White House waiting area
- 2 Which sentence **best** states a central idea of "Waiting for Mr. Lincoln"?
- A. Douglass's belief in the importance of his cause led to his desire to meet with Lincoln.
  - B. Lincoln showed an unusual admiration for Douglass because of their similar beginnings.
  - C. Lincoln's overwhelming responsibilities prevented him from making significant decisions.
  - D. Douglass believed that the best way to improve society was to trust the wisdom of powerful leaders.

- 
- 3 In *Life and Times of Frederick Douglass*, how did Douglass **mainly** present his claim that the United States government acted unfairly toward African American soldiers?
- A. by criticizing society in general to appeal to Lincoln's sense of justice
  - B. by referring to his personal history in order to inspire Lincoln's sympathy
  - C. by offering an argument and dismissing the counterargument of the opposition
  - D. by making specific recommendations and providing suggestions for resolving problems
- 4 Which sentence **best** describes a difference in the points of view of the two excerpts?
- A. "Waiting for Mr. Lincoln" presents a favorable interpretation of the meeting, while *Life and Times of Frederick Douglass* is more critical.
  - B. "Waiting for Mr. Lincoln" provides only Lincoln's position, while *Life and Times of Frederick Douglass* is told from Douglass's perspective.
  - C. "Waiting for Mr. Lincoln" is told from a historian's perspective, while *Life and Times of Frederick Douglass* is told from a participant's perspective.
  - D. "Waiting for Mr. Lincoln" shares the memories of someone who worked for Lincoln, while *Life and Times of Frederick Douglass* presents the reflections of an observer.

- 
- 5 Based on the information in the excerpts, which position is **most likely** shared by both Lincoln and Douglass?
- A. They both believe that a Union victory is imminent.
  - B. They both approve of treating Confederate prisoners harshly.
  - C. They both approve of allowing African Americans to fight in the war.
  - D. They both believe that African Americans should enlist regardless of the circumstances.
- 6 Which sentence **best** describes how “Waiting for Mr. Lincoln” helps the reader understand *Life and Times of Frederick Douglass*?
- A. “Waiting for Mr. Lincoln” identifies disputes that are settled in *Life and Times of Frederick Douglass*.
  - B. “Waiting for Mr. Lincoln” lists facts that disprove opinions offered in *Life and Times of Frederick Douglass*.
  - C. “Waiting for Mr. Lincoln” provides definitions for key terms used in *Life and Times of Frederick Douglass*.
  - D. “Waiting for Mr. Lincoln” provides background information for the events portrayed in *Life and Times of Frederick Douglass*.

- 
- 7 Read the dictionary entry for the word *consequence*.

**consequence:** *n.* **1.** result **2.** relation between cause and effect **3.** importance  
**4.** logical conclusion

Read the sentence from paragraph 1 of *Life and Times of Frederick Douglass*.

I entered it with a moderate estimate of my own consequence, and yet there I was to talk with, and even to advise, the head man of a great nation.

Which meaning applies to the word *consequence* as it is used in the sentence?

- A. definition 1
- B. definition 2
- C. definition 3
- D. definition 4

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8

Based on *Life and Times of Frederick Douglass*, how did President Lincoln **most likely** feel about the points Frederick Douglass made regarding the treatment of African American troops in the Union army?

- A. hopeful
- B. enraged
- C. defensive
- D. concerned

#9

Which detail from the excerpt **best** supports the answer to question #8?

- A. "He was serious and even troubled by what I had said. . . ." (paragraph 2)
- B. ". . . in respect to equal protection, he said the case was more difficult." (paragraph 3)
- C. "Retaliation was a terrible remedy, and one which it was very difficult to apply; that, if once begun, there was no telling where it would end. . . ." (paragraph 3)
- D. ". . . I determined to go on with the recruiting." (paragraph 4)

# DAY EIGHT Passage and Questions

## DIRECTIONS

This session contains two reading selections with fifteen multiple-choice questions and two open-response questions. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

*Read this article about brain research and math performance ability. Then answer the questions that follow.*

## GUT MATH

- 1 **S**ight, smell, hearing, taste, touch . . . math?
- 2 You might love math or hate it. Regardless, scientists say, we are all born with a knack for mathematics.
- 3 This is not to say that we're all secret computational geniuses. A baby chewing on her toes is not demonstrating in sign language that 12 squared is 144. What does come naturally, though, is the ability to approximate. If our ancestors hadn't been able to judge at a glance whether they were outnumbered by mastodons, or which bush held the most berries, we might not be around today. Every time you leave your algebra class and scan the cafeteria for a table that will fit all of your friends, you're exercising the ancient estimation center in your brain.
- 4 Stanislas Dehaene was the first researcher to show that this part of the brain exists. In 1989, he met a man called Mr. N who had suffered a serious brain injury. In addition to other problems, Mr. N had acalculia, or an inability to do math. He couldn't recognize the number 5, or add 2 and 2. But Mr. N still knew a few things. For example, he knew that 8 is bigger than 7, and that there are "about 350 days" in a year and "about 50 minutes" in an hour.
- 5 Dehaene dubbed Mr. N "the Approximate Man" and drew an important conclusion from his case: there must be two separate mathematical areas in our brains. One of these areas is responsible for the math we learn in school; this is what Mr. N damaged. The other area doesn't worry too much about specific numbers, but judges approximate amounts. Since this area was undamaged, Mr. N became the Approximate Man.
- 6 So what does the brain's estimation center do for the rest of us? In the hopes of answering this question, Harvard University researcher Elizabeth Spelke has spent a lot of time posing math problems to preschoolers. Like the Approximate Man, preschoolers are bad at formal math. When Spelke asks 5-year-olds to solve a problem like  $21 + 30$ , they can't do it—no surprise there. But Spelke has also asked 5-year-olds questions such as, "Sarah has 21 candles and gets 30 more. John has 34 candles. Who has more candles?" It turns out preschoolers are great at solving questions like that. Before they've learned how to do math with numerals and symbols, their brains' approximation centers are already hard at work, making them pros at estimation.

7 After we learn symbolic math, do we still have any use for our inborn math sense? Does it matter? Justin Halberda and his colleagues at Johns Hopkins University think it does. They challenged a group of 14-year-olds with an approximation test: The kids stared at a computer screen and saw groups of yellow and blue dots flash by, too quickly to count. Then they had to say whether there had been more blue dots or yellow dots. The researchers found that kids' math sense varied widely. Most were able to answer correctly when there were, say, 25 yellow dots and 10 blue ones. When the groups were closer in size, say 11 yellow dots and 10 blue ones, fewer kids answered correctly. . . .

8 The big surprise in this study came when the researchers compared the kids' approximation test scores to their scores on standardized math tests throughout their school years. They found that kids who did better on the flashing dot test had better standardized test scores, and vice versa. It seems that, far from being irrelevant, your math sense might predict your ability at formal math.

### ANIMAL ARITHMETIC

9 For animals, knowing numbers may be the difference between being full or being hungry, being alive or being, well, not alive. If you can count or estimate quantities, you can figure out which tree has the most fruits, which watering hole has the fewest predators, and even how to find your hideout among all the tunnels in your burrow. Many scientists now think that lots of different animals, from pigeons and monkeys to rats and salamanders, have an innate number sense that helps them tell less from more and maybe even perform some more impressive feats.

10 Rats, for example, can learn to press a lever a certain number of times to get a treat—though they sometimes overshoot, maybe just to play it safe. Birds have been trained to pick up just the fifth seed in a series. Many animals, including pigeons, can tell a smaller pile from a bigger one. Even the humble salamander looked longer (and longingly?) at the test tube that contained more fruit flies.

11 In one of the few number studies with wild animals, rhesus monkeys were shown a pile of lemons. The researchers put the lemons behind a screen, then showed the monkeys another pile of lemons and put that pile behind the screen as well. When they lifted the screen to show the expected number of lemons, the monkeys barely looked, but when the pile had fewer or more lemons than there should have been, the monkeys were seemingly surprised and stared at the lemons for longer.

- 
- 1 Paragraphs 1 and 2 **mainly** suggest that math is
- A. an easy skill.
  - B. a useful skill.
  - C. a natural skill.
  - D. an essential skill.

- 2 What does paragraph 3 **mainly** suggest about our ancestors?
- A. that they used estimation skills to survive
  - B. that they developed a system of math symbols
  - C. that they taught their children estimation skills
  - D. that they solved math problems for amusement

- 3 Based on paragraphs 7 and 8, what discovery **most** surprised researchers in the study of 14-year-old students?
- A. the variety of math abilities in different students
  - B. the link between technology skills and estimation skills
  - C. the difficulty of the task as the number of dots increased
  - D. the connection between estimation skills and formal math ability

4 Which sentence uses the word *gut* in the same way it is used in the title of the article?

- A. Tom's gut hurt after eating too much.
- B. Tom had to gut out the last mile of the race.
- C. Tom had to gut the fish before he could cook it.
- D. Tom's gut reaction was to turn right instead of left.

5 Read the sentence from paragraph 5 in the box below.

The other area doesn't worry too much about specific numbers, but judges approximate amounts.

In the sentence, the word *judges* is used as which part of speech?

- A. verb
- B. noun
- C. adverb
- D. adjective

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**Question 6 is an open-response question.**

- **Read the question carefully.**
- **Explain your answer.**
- **Add supporting details.**
- **Double-check your work.**

**Write your answer to question 6 in the space provided in your Student Answer Booklet.**

- 6** Based on the article, explain the differences between “gut math” and “formal math.” Support your answer with relevant and specific details from the article.

**NOTE: You can use this page to plan your response, but please write your final answer in your answer sheet packet.**

# DAY NINE Passages and Questions

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*In “Celeste’s Heart,” Celeste is a young girl attending school in Argentina. In “Principals and Principles,” Daniel Handler recalls a time when he was a young boy. Read the passages about experiences each had in school, and answer the questions that follow.*

## CELESTE’S HEART

*by Aida Bortnik*

- 1 Celeste went to a school that had two yards. In the front yard they held official ceremonies. In the back yard the Teacher made them stand in line, one behind the other at arm’s distance, keeping the arm stretched out straight in front, the body’s weight on both legs, and in silence. One whole hour. Once for two whole hours. All right, not hours. But two breaks passed, and the bell rang four times before they were allowed back into the classroom. And the girls from the other classes, who played and laughed during the first break as if nothing had happened, stopped playing during the second break. They stood with their backs to the wall and watched them. They watched the straight line, one behind the other at arm’s length, in the middle of the school yard. And no one laughed. And when the Teacher clapped her hands to indicate that the punishment was over, Celeste was the only one who didn’t stretch, who didn’t complain, who didn’t rub her arm, who didn’t march smartly back into the classroom. When they sat down, she stared quietly at the Teacher. She stared at her in the same way she used to stare at the new words on the blackboard, the ones whose meaning she didn’t know, whose exact purpose she ignored.
- 2 That evening, as she was putting her younger brother to bed, he asked once again: “When am I going to go to school?” But that evening she didn’t laugh, and she didn’t think up an answer. She sat down and hugged him for a while, as she used to do every time she realized how little he was, how little he knew. And she hugged him harder because she suddenly imagined him in the middle of the school yard, with his arm stretched out measuring the distance, the body tense, feeling cold and angry and afraid, in a line in which all the others were as small as he was.
- 3 And the next time the Teacher got mad at the class, Celeste knew what she had to do.
- 4 She didn’t lift her arm.
- 5 The Teacher repeated the order, looking at her somewhat surprised. But Celeste wouldn’t lift her arm. The Teacher came up to her and asked her, almost with concern, what was the matter. And Celeste told her. She told her that afterward the arm hurt. And that they were all cold and afraid. And that one didn’t go to school to be hurt, cold, and afraid.
- 6 Celeste couldn’t hear herself, but she could see her Teacher’s face as she spoke. And it seemed like a strange face, a terribly strange face. And her friends told her afterwards that she had spoken in a very loud voice, not shouting, just a very loud voice. Like when one recited a poem full of big words, standing on a platform, in the school’s front yard. Like when one knows one is taking part in a solemn ceremony and important things are spoken of, things that happened a long time ago, but things one remembers because they made the world a better place to live than it was before.

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7 And almost every girl in the class put down her arm. And they walked back into the classroom. And the Teacher wrote a note in red ink in Celeste's exercise book. And when her father asked her what she had done, and she told him, her father stood there staring at her for a long while, but as if he couldn't see her, as if he were staring at something inside her or beyond her. And then he smiled and signed the book without saying anything. And while she blotted his signature with blotting paper, he patted her head, very gently, as if Celeste's head were something very very fragile that a heavy hand could break.

8 That night Celeste couldn't sleep because of an odd feeling inside her. A feeling that had started when she had refused to lift her arm, standing with the others in the line, a feeling of something growing inside her breast. It burned a bit, but it wasn't painful. And she thought that if one's arms and legs and other parts of one's body grew, the things inside had to grow too. And yet legs and arms grow without one being aware, evenly and bit by bit. But the heart probably grows like this: by jumps. And she thought it seemed like a logical thing: the heart grows when one does something one hasn't done before, when one learns something one didn't know before, when one feels something different and better for the first time. And the odd sensation felt good. And she promised herself that her heart would keep growing. And growing. And growing.

### *Principals and Principles* **DANIEL HANDLER**

1 In San Francisco the weather never gets hot, and when it does it lasts only three days. On the first day, the hot weather is a surprise, and everyone wanders around carrying their sweaters. On the second day, everyone enjoys the heat. And on the third day, the cold weather returns and is just as surprising, and everyone wanders around shivering.

2 One of these three-day heat waves arrived when I was in seventh grade, and on the first day everyone was grumpy because we had all dressed for fog and gloom and now had to drag our sweaters all over the school. We all agreed that the next day we'd dress for warm weather, but just as the day ended, the principal made an announcement over the loudspeaker. "Students at Herbert Hoover Middle School are not allowed to wear shorts," she said, in the tone of voice she always used—a tone of voice that sounded friendly but was actually unbearably wicked.

3 Everyone groaned—everyone but me. "She can't do that," I said, and reached into the back of my binder. On the first day of school, we'd all received a pamphlet: "Student Rights and Responsibilities." For some reason I'd saved it, and I read one of our rights out loud: "Students have the right to free dress." I convinced everyone to wear shorts the next day in order to protest the wicked principal's unfair cancellation of one of our rights.

- 
- 4 The next day was wonderful because we were all dressed for the heat and nobody had to drag their sweaters around, but of course, I was sent to the principal's office—someone had ratted on me. (To this day, I suspect Nancy Cutler, but I can't prove it.) She asked me if I had told everyone to wear shorts. I said yes. She said shorts were distracting to some of the teachers. I said that free dress was one of our rights. She said that shorts led students to have water fights. I said that free dress was one of our rights. She said that she was the principal and she was in charge. I said that free dress was one of our rights. She kept pointing at me. I kept pointing at the pamphlet. The principal was one of those people who yelled at you until you cried, but I forced myself not to cry, biting my lip and blinking very, very fast, until at last she gave up and I was allowed to return to my classmates, who applauded me. In celebration, we all wore shorts the next day, too, even though we knew the cold weather would return, and it did, and we were shivering and miserable.
- 5 In eighth grade we got a new version of the pamphlet. Instead of "Students have the right to free dress," it read, "Students have the responsibility to dress appropriately." I threw it away.
- 6 If you stand up for your rights, you can count on the fact that the wicked people will find sneaky ways to change the rules. But you should stand up for your rights anyway, because there aren't enough sunny days in the world, and everyone should enjoy them.

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1. In “Celeste’s Heart,” what is the **most likely** reason paragraph 4 is a single sentence?

- A. to highlight Celeste’s thought
- B. to emphasize Celeste’s action
- C. to suggest Celeste’s immaturity
- D. to reveal Celeste’s disappointment

2. In paragraph 5 of “Celeste’s Heart,” what does the Teacher’s reaction to Celeste **mainly** reveal about the Teacher?

- A. She is annoyed that Celeste is arguing.
- B. She is worried that Celeste is feeling sick.
- C. She does not want to punish Celeste again.
- D. She does not expect Celeste to behave in this way.

3. Based on paragraphs 6 and 7 of “Celeste’s Heart,” how do Celeste’s classmates **most likely** feel after her speech?

- A. fearful
- B. amused
- C. confused
- D. appreciative

4. Read the description from paragraph 7 of “Celeste’s Heart” in the box below.

And then he smiled and signed the book without saying anything.

What do the father’s actions in the description **mainly** represent?

- A. his loyalty
- B. his strength
- C. his approval
- D. his gratitude

5. According to paragraph 8 of “Celeste’s Heart,” what causes the heart to grow?

- A. the love a person has
- B. the people a person meets
- C. the choices a person makes
- D. the guidance a person receives

6. In “Principals and Principles,” the events of the story are **mainly** set in motion with a change in
- A. time.
  - B. weather.
  - C. school leadership.
  - D. student government.

7. In paragraph 5 of “Principals and Principles,” what is the **main** reason the author is upset by the new version of the pamphlet?
- A. He must remember the new dress code.
  - B. He will be unable to dress how he wants.
  - C. He thinks the principal is being impatient.
  - D. He believes the principal used her authority unfairly.

8. Based on “Principals and Principles,” which of the following sentences **best** describes the author both as a student and as an adult?
- A. He treats others with care.
  - B. He avoids conflict in his life.
  - C. He takes the advice of others.
  - D. He is motivated by his values.

9. Read the sentence from paragraph 1 of “Celeste’s Heart” in the box below.

And when the Teacher clapped her hands to indicate that the punishment was over, Celeste was the only one who didn’t stretch, who didn’t complain, who didn’t rub her arm, who didn’t march smartly back into the classroom.

In “Principals and Principles,” when is the author’s behavior **most** similar to Celeste’s?

- A. when he reads his rights to the other students
  - B. when he tells his classmates to wear shorts
  - C. when he refuses to cry in front of the principal
  - D. when he throws away the new pamphlet
10. In paragraph 4 of “Principals and Principles,” the word “ratted” is an example of
- A. sensory language.
  - B. informal language.
  - C. technical language.
  - D. academic language.

Question 11 is an open-response question.

- Read the question carefully.
- Explain your answer.
- Add supporting details.
- Double-check your work.

Write your answer to question 11 in the space provided in your Student Answer Booklet.

11. Explain how the themes in “Celeste’s Heart” and “Principals and Principles” are similar. Support your answer with relevant and specific details from **both** passages.

**NOTE: You can use this page to plan your response, but please write your final answer in your answer sheet packet.**

## DAY TEN Passage and Questions

### Directions

208013P

Read this passage. Then answer the questions.

### Jason's Gold

by Will Hobbs

When the story broke on the streets of New York, it took off like a wildfire on a windy day.

"Gold!" Jason shouted at the top of his lungs. "Read all about it! Gold discovered in Alaska!"

5 The sturdy fifteen-year-old newsboy waving the paper in front of Grand Central Depot had arrived in New York only five days before, after nearly a year spent working his way across the continent.

"Gold ship arrives in Seattle!" Jason yelled. "EXTRA! EXTRA! Read all about it! Prospectors from Alaska. Two tons of gold!"

10 The headline, GOLD IN ALASKA, spanned the width of the entire page, the letters were so enormous.

People were running toward him like iron filings to a magnet. He was selling the *New York Herald* hand over fist. His sack was emptying so fast, it was going to be only a matter of minutes before he was sold out.

15 "Prospectors from Alaska arrive in Seattle! Two tons of gold!"

Jason wanted to shout, Seattle is where I'm from! but instead he repeated the cry "Gold ship arrives in Seattle," all the while burning with curiosity. Beyond the fact that the ship had arrived this very day—this momentous seventeenth of July, 1897—he knew nothing except what was in the headlines. He hadn't even had a chance to read the story yet.

It was unbelievable, all this pushing and shoving. A woman was giving a man a purse-beating over his head for knocking her aside. "Skip the change!" a man in a dark suit cried amid the crush, pressing a silver dollar into Jason's hand for the five-cent newspaper. "Just give me the paper!"

25 When there was only one left, Jason took off running with it like a dog with a prize bone. In the nearest alley, he threw himself down and began to devour the story.

*At six o'clock this morning a steamship sailed into Seattle harbor from Alaska with two tons of gold aboard. Five thousand people streamed from the streets of Seattle onto Schwabacher's Dock to meet the gold ship, the Portland.*

30 Five thousand people at Schwabacher's Dock! He knew Schwabacher's like the back of his hand. Mrs. Beal's rooming house was only six blocks away! Were his brothers,

Abraham and Ethan, among the five thousand? Maybe, but probably not. At that hour they would have been on their way to work at the sawmill. Would they have risked being fired for arriving late? He didn't think so. His older brothers were such cautious sorts.

35 Hurriedly, Jason read on:

*"Show us your gold!" shouted the crowd as the steamer nosed into the dock.*

*The prospectors thronging the bow obliged by holding up their riches in canvas and buckskin sacks, in jars, in a five-gallon milk can, all manner of satchels and suitcases. One of the sixty-eight, Frank Phiscator, yelled, "We've got millions!"*

40 Jason closed his eyes. He could picture this just as surely as if he were there. He'd only been gone for ten months. Suddenly he could even smell the salt water and hear the screaming of the gulls above the crowd. Imagine, he told himself, *millions in gold*. His eyes raced back to the newsprint:

45 *Another of the grizzled prospectors bellowed, "The Klondike is the richest goldfield in the world!"*

*"Hurrah for the Klondike!" the crowd cheered. "Ho for the Klondike!"*

*Klondike*. Jason paused to savor the word. "Klondike," he said aloud. The name had a magical ring to it, a spellbinding power. The word itself was heavy and solid and dazzling, like a bar of shiny gold.

50 *One of the newly rich disembarking the ship was a young man from Michigan who'd left a small farm two years before with almost nothing to his name. As he wrestled a suitcase weighing over two hundred pounds down the gangplank, the handle broke, to a roar from the crowd.*

It almost hurt reading this, it was so stupendous. Two hundred pounds of gold!

55 That man had left home with almost nothing to his name, Jason thought, just like I did. That could have been *me* if only I'd heard about Alaska ten months ago, when I first took off.... It could have been Jason Hawthorn dragging a fortune in gold off that ship.

60 Jason could imagine himself disembarking, spotting his brothers in the crowd, seeing the astonishment in their eyes...their sandy-haired little brother returning home, a conquering hero!

"Dreams of grandeur," he whispered self-mockingly, and found the spot where he'd left off:

65 *A nation unrecovered from the panic of '93 and four years of depression now casts its hopeful eyes upon Alaska. Today's events, in a lightning stroke, point north from Seattle toward that vast and ultimate frontier whose riches have only begun to be plumbed. It may well be that a gold rush to dwarf the great California rush of '49 may already be under way as these lines are penned, as untold numbers of argonauts, like modern Jasons, make ready to pursue their Golden Fleeces. Klondike or Bust!*

**#1**

Based on the entire passage, what is the meaning of the word “momentous” in line 18?

- A** causes much happiness
- B** creates a great disturbance
- C** occurs simply by chance
- D** becomes historically important

**#2**

Read the sentence from line 12 of the passage.

**People were running toward him like iron filings to a magnet.**

The author uses this simile to emphasize that the people

- A** were interested in the news about the gold
- B** were curious about the ship’s arrival
- C** wanted to become gold prospectors
- D** were unable to resist reading about the gold

**#3**

Why does the author alternate between sharing information from the newspaper and showing Jason’s response?

- A** to suggest why Jason misses his brothers
- B** to show Jason’s feelings at the moment they occur
- C** to portray Jason’s interest in reading
- D** to show why Jason might want to return home

#4

Which sentence from the passage **best** supports the conclusion that Jason is fascinated by the story of the discovery?

- A** “It was unbelievable, all this pushing and shoving.” (line 21)
- B** “When there was only one left, Jason took off running with it like a dog with a prize bone.” (lines 25 and 26)
- C** “That man had left home with almost nothing to his name, Jason thought, just like I did.” (lines 55 and 56)
- D** “It could have been Jason Hawthorn dragging a fortune in gold off that ship.” (line 57)

#5

Which detail would be **most** important to include in a summary of the passage?

- A** Jason had gone to New York instead of Alaska.
- B** The headline in the newspaper is written in large print.
- C** A boarding house is near the dock in Seattle.
- D** Jason’s brothers work at a sawmill.

#6

As mentioned in line 16, Jason wants to shout “Seattle is where I’m from” to show that

- A** he has already heard this news
- B** he knows why the crowd is excited
- C** he knows the prospectors on the ship
- D** he has a personal connection to the events

#7

Read the excerpt from lines 63 through 65 of the passage.

*A nation unrecovered from the panic of '93 and four years of depression now casts its hopeful eyes upon Alaska. Today's events, in a lightning stroke, point north from Seattle toward that vast and ultimate frontier whose riches have only begun to be plumbed.*

What do these sentences **mainly** suggest?

- A** that Alaska was an exciting state
- B** that many Americans desired great wealth
- C** that the country was still a developing nation
- D** that a great discovery was inspiring the country