Assessment Guide

Level IV

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INTRODUCTION

Assessment is the process of gathering and analyzing information, using a variety of sources and measures, with the goal of determining what students know and can do. On a basic level, assessment can be thought of as spanning a continuum from informal to formal. Informal assessment includes logs and checklists for teachers and self-assessment rubrics for students. Formal assessment includes quizzes, tests, and exams.

Assessment can be further categorized into these three types:

- **Diagnostic assessment** is used before instruction on particular skills or content to determine a student’s level of competence or mastery and to help determine appropriate instruction or placement.
- **Formative assessment** is used during instruction to monitor the student’s progress and adapt instruction accordingly. This is the ongoing monitoring of student understanding that occurs on a regular basis in the classroom. Formative assessment is also used to provide ongoing feedback to the student and parents.
- **Summative assessment** is used at the end of a unit, course, or time period to determine the student’s achievement and competence. Summative assessment data also provide the basis for assigning grades and for documenting reports and other analyses.

This Assessment Guide offers a comprehensive package of assessment tools:

- **Formative Surveys.** Two Formative Surveys measure students’ basic reading and writing skills. One survey may be administered at the beginning of the course to establish a student’s baseline and help you identify appropriate teaching materials for that student. The second survey may be used later in the course to determine the student’s progress.
- **Lesson Tests.** Generally, a lesson consists of an individual selection that has its own Before Reading and After Reading pages in the Student Edition, or of two or more selections that share a Before Reading and an After Reading page. Lesson Tests are provided for every lesson in the textbook.
- **Unit Exams.** The Unit Exams include questions for the most commonly taught canon selections in the unit, plus questions about the literary elements and genre covered in the unit.
- **Reading Fluency Assessments.** For each unit, you will find two Reading Fluency Assessments. These instruments present passages selected from that unit in the textbook. Each passage may be read aloud multiple times for practice and to track progress.
- **Alternative Assessment Options.** A variety of alternatives to formal, prescribed testing are discussed in the final section of this guide. Suggestions for modifying assessments to help English language learners and developing readers are also included in this section.

Questions from the Lesson Tests and Unit Exams may be combined to create an end-of-course exam. Answers to the Formative Surveys, Lesson Tests, and Unit Exams are provided in the Answer Key at the back of this book.

Throughout the Mirrors & Windows: Connecting with Literature program, you will find many more opportunities for assessment. The Meeting the Standards unit resource guides provide a selection quiz for almost every selection in the Student Edition.
Edition. The selection quizzes measure recall and comprehension and can be used to help both teachers and students check for basic understanding of the readings.

In the Speaking & Listening Workshops and Writing Workshops at the end of each unit in the Student Edition, students are encouraged to assess their own work using rubrics. Formal assessment is offered in Test Practice Workshops, which ask students to apply specific test-taking skills in reading, writing, revising, and editing. Additional test practice is provided by the Reading Assessment quizzes in the high school books.

The Exceeding the Standards and Differentiating Instruction lessons offer a variety of informal assessments, including rubrics, checklists, projects, presentations, and self-quizzes. Formal assessment is presented in the Exceeding the Standards: Test Practice supplement. This book includes a test-taking skills study guide plus practice tests in a variety of standardized forms, including ACT and SAT.

ExamView® Assessment Suite CD

The Lesson Tests and Unit Exams in this book were created from question banks that are provided on the ExamView® Assessment Suite CD. The tests themselves are also included on the ExamView® CD. The ExamView® question banks may be customized to fit your own needs.
About the Formative Surveys

The two Formative Surveys in this Assessment Guide can help you quickly identify the skill level of a student, determine how to help that student improve in areas of weakness, and measure the student’s progress. Each survey contains thirty questions, some that are connected to specific reading and writing passages and others that cover reading and writing skills in general.

Formative Survey 1 should be administered at the start of the course to give you a baseline for each student. Formative Survey 2 may be administered partway through the course to help you realign instruction, or at the end of the course to provide a summative measure of progress. The Answer Sheet that follows this introduction is designed to be used for both surveys.

Each survey question is rated Easy, Medium, or Difficult. The Answer Key at the end of this Assessment Guide lists the difficulty rating, as well as the correct answer and the Bloom’s taxonomy level.

The difficulty ratings of the survey questions match up with the difficulty ratings of the selections in the Mirrors & Windows: Connecting with Literature Student Edition and of lessons in the program’s Meeting the Standards Unit Resource Books:

- Each selection in the textbook is rated Easy, Moderate, or Challenging. The selection ratings are listed in the Scope & Sequence Guides preceding the units in the Annotated Teacher’s Edition. The ratings are also listed at the beginning of the Lesson Plans in the Program Planning Guide.
- Many of the lessons in the Meeting the Standards Unit Resource Books are rated Easy, Medium, or Difficult. The lesson ratings are supplied in the Correlation to Formative Survey Results that follows the introduction to each Meeting the Standards book.

You can use a student’s score on a Formative Survey to identify selections and supplementary materials that will best help that student succeed in this course. As a general guideline:

<table>
<thead>
<tr>
<th>If the student scores . . .</th>
<th>Assign selections that are rated . . .</th>
<th>Assign Meeting the Standards lessons that are rated . . .</th>
<th>Assign lessons from these program resources . . .</th>
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<tr>
<td>21 to 30 points</td>
<td>Moderate to Challenging</td>
<td>Medium to Difficult</td>
<td>Exceeding the Standards and Differentiated Instruction for Advanced Students</td>
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<td>11 to 20 points</td>
<td>Easy to Moderate</td>
<td>Easy to Medium</td>
<td>Exceeding the Standards</td>
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<td>10 or fewer points</td>
<td>Easy</td>
<td>Easy</td>
<td>Differentiated Instruction for English Language Learners and Differentiated Instruction for Developing Readers</td>
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To further customize instruction, factor in the difficulty levels and Bloom’s taxonomy ratings of the questions answered correctly by a student. For example, if a student correctly answers a variety of Moderate and Difficult questions involving
analysis and synthesis but does not correctly answer any questions involving evaluation, look for selections that are rated Moderate and for supplementary materials that teach and reinforce evaluation skills.

Keep in mind that students benefit from practice and reinforcement of newly learned skills. Consider spiraling your instruction so that you challenge students with higher-level selections and activities as they become more comfortable with particular skills and concepts.

Name: __________________________________________________

Formative Survey Answer Sheet

Formative Survey 1

1. A B C D  21. A B C D
2. A B C D  22. A B C D
3. A B C D  23. A B C D
5. A B C D  25. A B C D
6. A B C D  26. A B C D
7. A B C D  27. A B C D
8. A B C D  28. A B C D
10. A B C D  30. A B C D

Date: ________________

Formative Survey 2

7. A B C D  17. A B C D  27. A B C D

Date: ________________
Grade 9, Formative Survey 1

Multiple Choice

Identify the choice that best completes the statement or answers the question.

Reading Passage 1

In Praise of Winter
by Alexander Smith

1. To town and country Winter comes alike, but to each he comes in different fashion. To the villager, he stretches a bold frosty hand; to the townsman, a clammy one. To the villager, he comes wrapped in cold clear air; to the townsman, in fogs through which the lamps blear at noon. To the villager, he brings snow on the bare trees, frosty spangles on the roadways, exquisite silver chasings and adornments to the ivies on the walls. To the townsman, he brings secret slides on unlighted pavements, showers of snowballs from irreverent urchins, damp feet, and universal slush.

2. Winter is noble in forests and solitudes, but deteriorates in cities and civilization. In the city the falling snow soon loses all purity and is dingy as a city sparrow. The townsman does not care for Winter. It is regarded as a nuisance; shopkeepers scrape it from their doors. In a couple of days thaw sets in, and from roof and windowsill there is a universal weeping.

3. In my quiet village, however, Winter is as pleasant as summer in her prime. Even the signs of Winter’s approach are pleasant. The rime of a morning on
the walls outside tells me he is coming. One can feel the impalpable presence in the crisp air, in the bright yet sobered sunlight, in the quickened current of the blood as one walks. I please myself with noting how many objects become visible at this season which summer had kept secret; ragged nests high up in trees, houses and farm buildings standing among woods, the devious courses of streams. These things are lost and buried in the leafiness of summer, and are only to be recognized now, as truths are discerned in age which youth never guesses of.

4 Winter in the country, without snow, is like a summer without the rose. Snow is Winter’s specialty, its last exquisite grace. In each Winter the falling of the first snowflake is an event; it lays hold of the imagination. A child does not ordinarily notice the coming of leaves and flowers, but he will sit at a window for an hour watching the descent of the dazzling apparition, dreaming odd thoughts and fancies. The most prosaic of mortals, when he comes downstairs of a morning, and finds a new, soft, white world, is conscious of some obscure feeling of pleasure, the springs of which he might find difficult to explain.

5 Winter beards the eaves with icicles; he makes the lake a floor on which skaters may disport themselves. And somehow the season seems to infuse a spirit of jollity into everything. The men I meet look ruddier and healthier; they talk in louder and cheerier tones. They are more charitable, I know. Winter binds “earth-born companions and fellow mortals” together, and domestic life indoors takes a new charm from the strange pallor outside. Sofa and slippers become luxuries. The tea urn purrs like a cat. In those long, warm-lighted evenings, books communicate more of their inmost souls than they do in summer; and a moment’s glance at the village church roof, sparkling to the frosty moon, adds warmth to fleecy blankets and a depth to repose.*

6 We are accustomed to consider Winter the grave of the year, but it is not so in reality. In the stripped trees, the disconsolate* gardens, the frosty ground, there is only an apparent cessation of nature’s activities. Winter is a pause in music, but during the pause, the musicians are privately tuning their strings to prepare for the coming outburst. Spring is even now underground, and the first snows will hardly have melted before it will peep out timorously*** in snowdrops; then, bolder grown, will burst in crocuses, holding up their colored lamps; then, by fine gradations, the floral year will reach its noon, the rose; and then, by further fine gradations, it will die in a sunset of hollyhocks and tiger lilies; and so we come again to falling snows.

*repose: leisure, relaxation
**disconsolate: cheerless, bleak
***timorously: shyly, timidly

1. In Paragraph 4 of “In Praise of Winter,” the author compares winter without snow to
A. a forest without trees.
B. summer without a rose.
C. a flower without petals.
D. spring without a crocus.
2. What is the writer’s secondary message in “In Praise of Winter”?
   A. Life in the city is unpleasant.
   B. Winter is a beautiful time of year.
   C. Country living is a link to the past.
   D. Villages attract unusual characters.

3. “In Praise of Winter” was written during a literary period called the Romantic Period. Which of these ideas from the Romantic Period is BEST represented in the passage?
   A. Nature contains god-like elements.
   B. Nature is considered a work of art.
   C. Nature is a source of healing.
   D. Nature represents humankind.

4. In Paragraph 1, the author uses personification to
   A. show how people from different places act.
   B. explain the effects of winter on the environment.
   C. contrast country people with city dwellers.
   D. depict the season of winter as a character.

5. What is the theme of “In Praise of Winter”?
   A. People rarely appreciate what they have until it is gone.
   B. People in cities are too rushed to stop and enjoy life.
   C. The passage to adulthood brings a loss of innocence.
   D. Locations can influence the human experience.

6. Read the sentence from “In Praise of Winter.”
   A child does not ordinarily notice the coming of leaves and flowers, but he will sit at a window for an hour watching the descent of the dazzling apparition, dreaming odd thoughts and fancies.

Which word BEST describes the tone of the sentence?
   A. humorous
   B. tender
   C. puzzled
   D. optimistic

7. Which sentence from “In Praise of Winter” does NOT use contrasting images?
   A. To the villager, he stretches a bold frosty hand; to the townsman, a clammy one.
   B. To the villager, he comes wrapped in cold clear air; to the townsman, in fogs through which the lamps blear at noon.
   C. Winter is noble in forests and solitudes, but deteriorates in cities and civilization.
   D. Winter beards the caves with icicles; he makes the lake a floor on which skaters may disport themselves.
Reading Passage 2

No Sight of Shore

1  In 1997, Dr. Robert Ballard and a team of scientists discovered a large collection of ancient ships, including a Roman ship over two thousand years old, lying where they least expected . . . at the bottom of the ocean floor in the middle of the Mediterranean Sea. Until this discovery, archaeologists believed that ancient sailors never ventured into open water and that all sailing was done with the coastline in view. Most of the cargo of the ship was still intact and revealed an amazing look at the variety of trade items the ancient sailors transported by sea. This story was inspired by the discovery.

2  September wasn’t a good month for sailing to Carthage, but Marcus had begged to be allowed to travel with his Uncle Julian; it would have been ungrateful of him to back out when the invitation finally came. Of course, Marcus had made his plea to sail with the crew during the lazy summer months when sailing across open ocean was little more than a novel way to travel to an exotic land. Marcus gripped the railing at the stern of the ship as he looked eastward and felt his stomach sink. The morning sky glowed as though red paint had been spilt across the horizon. “Red sky at morning . . .” he muttered to himself, unwilling to give breath to the rest of the ominous rhyme: sailor take warning.

3  “Marcus!” His uncle’s voice was gruff and short-tempered. “Secure those jars. There’s weather brewing and I won’t have my cargo being banged about because of it.”

4  Marcus bent and pulled against the ropes running through the handles of the amphorae* tied along the deck. The smell of olive oil permeated the clay jars as he nudged their rounded sides closer together and tightened the ropes. He tugged along yards of rope as he worked his way down the cramped deck. He raised up slightly, turning his head away from a nose-wrinkling smell. Two rows of amphorae containing fish sauce had been added to the cargo at the last minute with nowhere but topside to store them. If there was an inch of unoccupied space on the ship, Uncle Julian considered it a loss of profits. Olive oil and fresh fruits sealed in the amphorae were tolerable as far as Marcus was concerned. They were commodities householders and shopkeepers alike paid good coins for. But fish sauce was the most sought-after condiment. It commanded the highest price across the market, and Uncle Julian always kept his eye to profits. “Good merchandise and fast delivery” were his watchwords. Marcus wished “good merchandise” didn’t include fish sauce.

5  Marcus strained against the last knot of rope that secured the final jar tightly against its neighbor before he noticed the strangeness. The hundred-foot-long deck was nearly deserted. He stood and wiped the sweat trickling down the sides of his face as he looked eastward once more. The air seemed to begrudge each breath Marcus drew, and overhead, dove gray clouds were stretching toward the ship like the first foam of a beach wave. He felt a hand on his shoulder.
“Now get below in the aft cargohold. Help Agricola and Antoninus get those kitchenwares stowed properly before that storm hits; you’re wasting precious time just standing here,” his uncle growled. Marcus cast a quick glance at the horizon. His head swiveled in a half circle in each direction but his eyes met with nothing more than the endless stretch of the sea. “No sight of shore,” he whispered as he fought against rising panic while making his way below.

The air below reeked of sweat, metal, and other odors he didn’t care to identify. If the air on deck had been stifling, the atmosphere below deck threatened suffocation. Hushed voices muttered orders the gloom as Marcus lent his hands to the task. When he ventured a question about the strange weather, he was ordered to pack more straw around the bronze cooking pots. Such reticence from the generally talkative crewmembers unnerved Marcus.

The first waves bumped the ship roughly. Marcus didn’t need Agricola’s hurried suggestion to scramble up onto deck. He searched nervously for his uncle but was ordered to remain beside the mast and out of the way of the crew. Men shoved each other along as they scurried over the deck. Marcus wrapped an arm around the mast to steady himself as the sea heaved violently and thunder exploded overhead. Rain, thrown horizontal by the sudden wind, stung Marcus’s eyes as he squinted toward the horizon. He turned his head away from the piercing rain and looked westward. There was nothing to guide them to safe harbor, no strong and steady hump of hills beckoning them to the safety of land.

Darkness descended, lightning stabbed, wind screamed, and waves tried to tear him from the mast. Through it all Marcus couldn’t distinguish between the angry rolls of thunder and the threatening groans of ship’s timbers. What had been a solidly built vessel moments before suddenly felt like a flimsy child’s toy splashed about by an angry youngster. Marcus hugged the mast fiercely, sickened by the thought they would be forever lost at sea in such a storm. Through the storm’s rage he watched helplessly as crewmembers withdrew knives and began sawing through ropes he had tightened barely hours ago. Agricola, Antoninus, and others frantically tossed amphorae overboard in an effort to lighten the ship while Marcus’s uncle shouted orders.

The storm pushed the ship along in a crazy up and down dance for half a day then subsided as suddenly as it began. The silence hurt the ears as much as the storm-roar had. Marcus could barely hold his eyes open against the eye-searing brilliance of sunlight glancing off the wet deck. Then came the unexpected sound: Marcus heard his uncle laugh, heartily at first, then uproariously.

“Ha!” Uncle Julian snapped his fingers in the air. “We live to sail another day! Though perhaps we’ll be a little poorer than we planned,” he added regretfully.

Marcus studied his uncle as he approached. “Are you alright, boy?” a great hand slapped Marcus’s shoulder sympathetically.

Marcus shrugged as he looked toward the horizon. “Are we lost now, Uncle?”
“Lost?” Uncle Julian followed Marcus’s gaze. “No, boy, we’re not lost. It’s just not time to see the shore yet. Is that what was worrying you all this time?”

Marcus bowed his head a moment before looking into his uncle’s eyes. “Not anymore. But I am looking forward to seeing land again, just to know that it’s still there.”

*amphorae: large ceramic jars with pointed bottoms

8. Which is the MOST LIKELY reason Marcus does not say the rest of the sailor’s rhyme out loud?
   A. He couldn’t remember the entire rhyme.
   B. He thought saying it could make it come true.
   C. He knew it was what everyone else was saying.
   D. He thought saying rhymes would seem childish.

9. At the end of the story, why does Marcus’s uncle say they will be “a little poorer” than expected?
   A. The trip to Carthage will be long and expensive.
   B. They will have to pay Marcus for his work.
   C. They had to throw some cargo overboard.
   D. The storm caused much damage to the ship.

10. Which of these BEST represents the antagonist in this passage?
    A. Marcus
    B. Uncle Julian
    C. the sea
    D. the storm

11. The purpose of this passage is MOST LIKELY to
    A. entertain readers with a tale of a sea adventure.
    B. explain some ancient trading customs to readers.
    C. give readers information about shipwrecks.
    D. demonstrate ancient sailing techniques.

12. What is the MAIN conflict in this story?
    A. Marcus is thinking about the storm.
    B. Marcus is wishing he never left the shore.
    C. Marcus is struggling with why he cannot see the shore.
    D. Marcus is trying to get along with his uncle.

13. Which sentence best foreshadows the coming storm?
    A. September wasn’t a good month for sailing to Carthage, but Marcus had begged to be allowed to travel with his Uncle Julian; it would have been ungrateful of him to back out when the invitation finally came.
    B. Marcus gripped the railing at the stern of the ship as he looked eastward and felt his stomach sink.
    C. Of course, Marcus had made his plea to sail with the crew during the lazy summer months.
    D. “Red sky at morning, . . .” he muttered to himself, unwilling to give birth to the rest of the ominous rhyme: sailor take warning.
14. Read the sentence.

He stood and wiped the sweat trickling down the sides of his face as he looked eastward once more.

Why does the author use the word trickling in this sentence?
A. It reminds the reader that it was hot on the ship.
B. It tells the reader more about the setting of the story.
C. It helps the reader understand the emotions of the main character.
D. It shows the reader where the sweat moved across the face of the boy.

Reading Questions

15. Read the sentence.

Mark, who had forgotten his map, was saved from this extremity by Jenny, who gave him her compass.

Read the dictionary entry.

extremity n 1 the farthest point, end 2 a limb of the body; a hand or foot 3 great need or danger 4 a drastic act or measure

Which definition BEST matches the meaning of the word extremity as it is used in the sentence above?
A. definition 1
B. definition 2
C. definition 3
D. definition 4

16. Read this glossary entry.

mechanism: the working parts of a machine

In which sentence does the word mechanism have a meaning MOST like the glossary entry?
A. The mechanism of his filing routine allowed the clerk to get his task completed quickly.
B. When Hanh dropped his watch, the mechanism was jarred to a halt.
C. The lizard’s abrupt change in color was a mechanism for avoiding predators.
D. Mr. Graziano had a simple mechanism by which students graded one another’s papers.

17. Read the sentence.

Jakob was shocked that Mira was presumptuous enough to take his sandwich without asking.

What does the word presumptuous MOST LIKELY mean as it is used in the sentence?
A. clever
B. ridiculous
C. mistaken
D. rude
18. Read the sentence.

We were **ecstatic** as we watched the light show of fireworks.

What does the author mean in the sentence above?
A. We were frightened.
B. We were befuddled.
C. We were thrilled.
D. We were exhausted.

19. Read the sentence excerpted from a short story.

Linda has a fascination with repairing bikes. She enjoys transforming old rusted bikes into all-terrain bikes fit for racing.

The purpose of this sentence is MOST LIKELY to
A. set up a major conflict.
B. reveal a character trait.
C. describe a setting feature.
D. introduce a recurring theme.

20. Read the following dictionary entry.

**clan-des-tine,** adj. done in secret, with great secrecy or concealment, esp. in order to deceive; private: *Their clandestine afternoons at the park went on for years.* [1560–70; < Latin clandestinus, equiv. to clande, clamde, var. of clam secretly (with -de adv. particle) + -stinus, prob. after intestinus internal; see INTESTINE)

—clan des tine ly, —clan des tine ness, clan des tin i ty, n. —Syn. hidden, confidential.

There is enough information in this dictionary entry to suggest that the word *clandestine* comes, in part, from a word meaning
A. illegal.
B. internal.
C. digested.
D. deceived.

**Writing Passage**

The following is a rough draft of a student’s report. It contains errors.

Mei Li Kyoto
Science
Ms. Bastien
January 10, 2003

**The Atlantic Ocean**

1. A wide range of natural resources can be found in the Atlantic Ocean, a body of water lying between Antarctica, Africa, Europe, and the Americas that
covers twenty percent of the Earth's surface and is the second largest ocean in the world. Chief among its natural resources are fish and marine life, and mineral and precious stone deposits.

2 Living in the shallow waters of the Atlantic Ocean are crabs, lobster, shrimp, mollusks (clams, mussels, snails), eels, octopi, squid, and numerous types of fish. Sea anemones, sponges, and corals live on the reefs and rocks. Beyond the continental shelf, the deep waters of the ocean become cold and dark. The animals that live in this region must be able to survive without light and to withstand greater amounts of water pressure. Animals that are higher on the food chain, like seals and dolphins, feed on small creatures. Plankton which are microscopic organisms drift from location to location on ocean currents and provide food for larger creatures like whales. The most worthwhile fishing grounds of the world are also in the shallow waters of the Atlantic Ocean. By the fishing industry, over one million tons of fish and seaweed are caught and harvested each year.

3 In addition to a wide assortment of marine life, a variety of minerals are also found in the Atlantic Ocean. Salt, bromine, and magnesium are the three most common minerals extracted from the ocean. Certain plentiful places in the Atlantic Ocean are known for their mineral deposits. The Florida coastline, for example, is composed of large deposits of monazite and titanium. The African coastline, on the other hand, contains large deposits of tin and precious stones, including diamonds. The construction industry routinely collects gravel and sand from the Atlantic seashore and shallow coastal waters as well.

4 As a result of the many natural resources that can be found in the Atlantic Ocean, many other economic activities take place, including the dredging of aragonite sands in the Bahamas, and the production of crude oil and natural gas in the Caribbean Sea, the Gulf of Mexico, and the North Sea. The Atlantic Ocean provides many benefits to the entire world.

21. Read the sentence from Paragraph 2 of the report.

Beyond the continental shelf, **the deep waters of the ocean become cold and dark**.

The underlined part of the sentence is classified as
A. an independent clause.
B. a prepositional phrase.
C. a subordinate clause.
D. an appositive phrase.

22. Read the sentence from Paragraph 2 of the report.

Animals that are higher on the food chain, like seals and dolphins, feed on **small** creatures.

Which of the following is the BEST replacement for the underlined word in the sentence?
A. smaller
B. more small
C. smallest
D. most small
23. Read the sentence from Paragraph 2 of the report.

By the fishing industry, over one million tons of fish and seaweed are caught and harvested each year.

What is the correct way to rewrite the sentence using the active voice?

A. Each year over one million tons of fish are caught, and seaweed is harvested by the fishing industry.
B. Fish and seaweed of over one million tons are caught and harvested each year by the fishing industry.
C. The fishing industry catches and harvests over one million tons of fish and seaweed each year.
D. Fish are caught, and seaweed is harvested by the fishing industry of over one million tons each year.

24. Read the sentence from Paragraph 3 of the report.

Certain plentiful places in the Atlantic Ocean are known for their mineral deposits.

Which shows the BEST placement of the underlined word in the sentence?

A. Certain places plentiful in the Atlantic Ocean are known, for their mineral deposits.
B. Certain places in the plentiful Atlantic Ocean are known for their mineral deposits.
C. Certain places in the Atlantic Ocean are known plentiful for their mineral deposits.
D. Certain places in the Atlantic Ocean are known for their plentiful mineral deposits.

25. Which sentence from Paragraph 3 is NOT consistent with the focus of the report?

A. Salt, bromine, and magnesium are the three most common minerals extracted from the ocean.
B. The Florida coastline, for example, is composed of large deposits of monazite and titanium.
C. The African coastline, on the other hand, contains large deposits of tin and precious stones, including diamonds.
D. The construction industry routinely collects gravel and sand from the Atlantic seashore and shallow coastal waters as well.

26. On which research question is this report MOST LIKELY based?

A. Which continents border the Atlantic Ocean?
B. Why do scientists study creatures that live in the Atlantic Ocean?
C. How many different types of precious stones are found in the Atlantic Ocean?
D. What natural resources are most commonly found in the Atlantic Ocean?
Writing Questions

_____ 27. Which sentence demonstrates correct subject-verb agreement?
   A. The box full of marbles was heavy, and so was the blocks.
   B. The box full of marbles were heavy, and so were the blocks.
   C. The box full of marbles was heavy, and so were the blocks.
   D. The box full of marbles were heavy, and so were the blocks.

_____ 28. Read the sentence.
   As it did many times that summer, I stood under a blue plastic shelter while it was raining.
   What is the correct way to rewrite the sentence without changing the meaning?
   A. Under a blue plastic shelter, as I stood many times, while it was raining that summer.
   B. That summer under a blue plastic shelter I stood, while it was raining as it did many times.
   C. While it was raining, as it did many times that summer, I stood under a blue plastic shelter.
   D. That summer while it was raining as it did many times, I stood under a blue plastic shelter.

_____ 29. Read the sentence.
   It exists in several versions, only some of that provoke trouble.
   Which phrase should be used to replace the underlined phrase in the sentence to show correct pronoun use?
   A. some of that
   B. of some that
   C. some of which
   D. of some which

_____ 30. Read the sentence.
   Sarah Solomon’s astonishing new novel is being read by young readers all across the country.
   What part of speech is the underlined word in the sentence?
   A. verb
   B. adjective
   C. preposition
   D. conjunction
Grade 9, Formative Survey 2

Multiple Choice

Identify the choice that best completes the statement or answers the question.

Reading Passage 1

Ninth-Grade Talent Show

MR. RINEAR, an observant theater teacher
TED, an impulsive singer
ESTRELLA, an enthusiastic actress
JUAN, an attentive musician
BILLY, another musician and friend of JUAN

SCENE I

(Students cluster around MR. RINEAR in the auditorium, talking and giggling.)

MR. RINEAR: Quiet, students! Everyone has signed up to perform in the talent show next Friday. I need to know what your talent is so that I can develop a schedule and a program. Parents will want to know in what order you will be performing.

(TED holds up his hand.)

TED: Mr. Rinear, I’m going to sing. May I go first? They say people only remember the first act and the last act. I don’t ever want to be forgotten.

MR. RINEAR: I don’t see why not. No one else has claimed it.

(whispers to BILLY nearby.)
JUAN: If he’s so determined to be remembered, wouldn’t he want to go last? Let’s go last!

BILLY: Sure.

(ESTRELLA jumps up and down.)

ESTRELLA: Oh, Mr. Rinear! May I go last? I’m performing a monologue from Romeo and Juliet, and I want to be as memorable as Juliet.

MR. RINEAR: That sounds like a great idea. Of course, you may perform last.

JUAN: Hey! Billy and I were going to go last! We were going to call it!

MR. RINEAR: Sorry, boys. Estrella beat you to the punch. Remember, “He who hesitates is lost.”

(JUAN and BILLY think of a plan to . . .)

JUAN: We have to figure out how to go last. We’re going to be the most exciting act in the program. I want to leave the audience dancing in the aisles.

BILLY: I know. We need to come up with a plan.

JUAN: A plan? Who needs a plan? We just ask Estrella. You know, convince her it would be better if we went last. It’s no problem. I’ll handle it.

(MR. RINEAR overhears Juan’s and Billy’s conversation.)

Scene II

(In a hallway, TED approaches ESTRELLA. Nearby, while talking to another teacher, MR. RINEAR overhears.)

TED: Estrella, wait up.

ESTRELLA: What, Ted? Now you want to go last and want me to change places with you in the talent show?

TED: (startled) How did you know? Well, yes . . . But, don’t you want to be first on stage? Think of the grand entrance, the awe as the lights dim and the curtains open. A gasp rises from the audience as they see you for the first time. It’s no problem. I’ll handle it.

(MR. RINEAR overhears Juan’s and Billy’s conversation.)

TED: Estrella, wait up.

ESTRELLA: What, Ted? Now you want to go last and want me to change places with you in the talent show?

TED: (startled) How did you know? Well, yes . . . But, don’t you want to be first on stage? Think of the grand entrance, the awe as the lights dim and the curtains open. A gasp rises from the audience as they see you for the first time. It’s no problem. I’ll handle it.

ESTRELLA: True, but if that’s the case, then wouldn’t you want to stay in first place yourself, Ted?

TED: Well, of course. I think it sets a tone for everything that follows. It’s the beginning!

ESTRELLA: Then it’s settled, isn’t it? You go first, and I go last.

(Smiling with triumph, ESTRELLA bounces off down the hall. JUAN and BILLY appear.)
TED: She won’t listen.

JUAN: Yes, we heard. We were going to try to convince her to let us go last too.

TED: It won’t work, and I asked her first so if anyone is going to go last, it’s me.

(TED strides away, whistling with confidence.)

BILLY: Now we have two problems. Estrella won’t give up her spot, plus Ted is insistent on performing last. We really need a plan.

JUAN: Billy, you’re right. There are some obstacles in front of us. Let’s go practice and ponder about these problems.

BILLY: Ponder? No one says “ponder.”

JUAN: OK, think about, does that work?

(The boys walk off, talking together.)

Scene III

(MR. RINEAR’S office next to the auditorium stage. TED stands in front of MR. RINEAR’S desk.)

TED: Mr. Rinear, Estrella won’t listen to reason. She deserves to go first. I accept that, but . . .

MR. RINEAR: But only if you get to go last. Is that it?

TED: Well, yes. What can it hurt?

(ESTRELLA strides into the office.)

ESTRELLA: Don’t listen to him, Mr. Rinear! I know my theater history, and the most memorable and important acts always go last. They are the ones the audience remembers!

TED: Hey! Mr. Rinear and I are having a conversation. We don’t need you interrupting us.

(JUAN and BILLY enter the office.)

JUAN: We’d like to put in our request to go last as well.

ESTRELLA: What? I see what’s going on! I’m glad I came to Mr. Rinear in time. The three of you were conspiring against me, weren’t you? Sure, three against one, probably trying to put me halfway through the program or something.

MR. RINEAR: Don’t be so dramatic, Estrella. I think a solution can be found here. I need a strong opening act, something to captivate the audience and keep them quiet for the succeeding acts. Of course, I need a great final act too, something that will have them talking for days.
TED: Well, look no further than me. I’m singing a Stranded Albatross song.

JUAN: Without a band? What, are you going to do, karaoke?

TED: What else can I do? I don’t play an instrument.

(MR. RINEAR turns to JUAN and BILLY, who are both grinning.)

MR. RINEAR: Hold that thought, boys. Now, Estrella, I overheard Ted mention to you the impact that the opening act has on the audience. He was correct. It’s an old theatrical axiom that the first and last acts are what the audience remembers most. I would be honored if you would open the talent show with your superb rendering of William Shakespeare’s Juliet.

ESTRELLA: If you really think they won’t forget me.

MR. RINEAR: I guarantee it. Now, boys, were you thinking the same thing I was thinking about: you and Ted closing the show?

JUAN: If Ted wants, we’ll be his band.

TED: I sing, and they play. With Estrella opening and us ending, this is definitely going to be the best talent show!

1. Read this line from Scene 1 of the play.

   MR. RINEAR: Sorry, boys. Estrella beat you to the punch.

   . . . beat you to the punch is an example of what literary device?
   A. symbol
   B. personification
   C. metaphor
   D. idiom

2. Which of these lines is the climax of Scene 2?
   A. TED: Think of the grand entrance, the awe as the lights dim and the curtain opens.
   B. ESTRELLA: Then it’s settled, isn’t it?
   C. BILLY: Now we have two problems.
   D. JUAN: OK, think about, does that work?

3. Which quote from the passage BEST supports the main lesson of the story?
   A. TED: I don’t ever want to be forgotten.
   B. BILLY: We need to come up with a plan.
   C. JUAN: Let’s go practice and ponder about these problems.
   D. MR. RINEAR: I think a solution can be found here.

4. What is the MAIN conflict that Estrella faces in the passage?
   A. Her position as last performer in the program is challenged.
   B. Her acceptance by the audience is uncertain.
   C. Her confidence about performing is shaky.
   D. Her feelings of superiority as a performer are unfounded.
5. What does the passage reveal MOST about modern American school culture?
   A. several typical school traditions
   B. how students interact after school
   C. some of the activities students favor
   D. some average school rules and procedures

6. What is the MAIN effect of using the play format to deliver the message of this passage?
   A. The theme is simple to understand.
   B. Each character’s actions are visible.
   C. The setting is described in great detail.
   D. Each character’s thoughts are revealed.

7. How is the conflict resolved in this play?
   A. The talent show is moved to a new time.
   B. All of the characters come to an agreement.
   C. Juan and Billy confess that they were wrong.
   D. Mr. Rinear makes a decision everyone must accept.

Reading Passage 2

Solitude
by Henry David Thoreau

When I return to my house I find that visitors have been there and left their cards, either a bunch of flowers, or a wreath of evergreen, or a name in pencil on a yellow walnut leaf or a chip. They who come rarely to the woods take some little piece of the forest into their hands to play with by the way, which they leave, either intentionally or accidentally. One has peeled a willow wand,* woven it into a ring, and dropped it on my table. I could always tell if visitors had called in my absence, either by the bended twigs or grass, or the print of their shoes, and generally of what sex or age or quality they were by some slight trace left, as a flower dropped, or a bunch of grass plucked and thrown away, even as far off as the railroad, half a mile distant . . .
There is commonly sufficient space about us. Our horizon is never quite at our elbows. The thick wood is not just at our door, nor the pond, but somewhat is always clearing, familiar and worn by us, appropriated and fenced in some way, and reclaimed from nature. For what reason have I this vast range and circuit, some square miles of unfrequented forest, for my privacy, abandoned to me by men? My nearest neighbor is a mile distant, and no house is visible from any place but the hill-tops within half a mile of my own. I have my horizon bounded by woods all to myself; a distant view of the railroad where it touches the pond on the one hand, and of the fence which skirts the woodland road on the other.

But for the most part it is as solitary where I live as on the prairies. It is as much Asia or Africa as New England. I have, as it were, my own sun and moon and stars, and a little world all to myself. At night there was never a traveller passed my house, or knocked at my door, more than if I were the first or last man; unless it were in the spring, when at long intervals some came from the village to fish for pouts**—they plainly fished much more in the Walden Pond of their own natures, and baited their hooks with darkness—but they soon retreated, usually with light baskets, and left “the world to darkness and to me,” and the black kernel of the night was never profaned by any human neighborhood . . .

I have never felt lonesome, or in the least oppressed by a sense of solitude, but once, and that was a few weeks after I came to the woods, when, for an hour, I doubted if the near neighborhood of man was not essential to a serene and healthy life. To be alone was something unpleasant . . . In the midst of a gentle rain while these thoughts prevailed, I was suddenly sensible of such sweet and beneficent society in nature, in the very pattering of the drops, and in every sound and sight around my house, an infinite and unaccountable friendliness all at once like an atmosphere sustaining me, as made the fancied advantages of human neighborhood insignificant, and I have never thought of them since . . .

*willow wand: a thin twig or stick from a willow tree
**pouts: freshwater fish

8. In Paragraph 2 of “Solitude,” Thoreau writes that his home in the woods is, “. . . as much Asia or Africa as New England.” What does he mean by this statement?
   A. Thoreau’s physical location reminds him of his previous travels.
   B. To his way of thinking, New England is as solitary as Asia or Africa.
   C. Asia and Africa are a great distance from New England.
   D. Thoreau’s perception of space is defined by natural boundaries.

9. In Paragraph 2 of “Solitude,” Thoreau states that, “the black kernel of the night was never profaned by any human neighborhood . . .” What does the word profaned MOST nearly mean in this excerpt?
   A. glorified
   B. disturbed
   C. vacated
   D. perceived
10. Which excerpt from “Solitude” provides the BEST example of figurative language?
   A. “I have never felt lonesome, or in the least oppressed by a sense of solitude . . .”
   B. “I could always tell if visitors had called . . . either by the bended twigs or . . . the print of their shoes . . .”
   C. “. . . they plainly fished much more in the Walden Pond of their own natures, and baited their hooks with darkness . . .”
   D. “They who come rarely to the woods take some little piece of the forest into their hands . . .”

11. Thoreau’s essay “Solitude” is characteristic of the Romantic period in American literature because
   A. in it he explores the idea of social responsibility.
   B. in it he advances a scientific viewpoint.
   C. in it he emphasizes progress and political rights.
   D. in it he focuses on nature and the individual.

12. How does the author justify living apart from people?
   A. by stating the amount of time he saves by doing so
   B. by discussing the people who come to visit him
   C. by mentioning the problems that exist in society
   D. by describing the pleasure he has found in doing so

13. Which excerpt from “Solitude” BEST conveys Thoreau’s delight at being alone?
   A. “When I return to my house I find that visitors have been there . . .”
   B. “I could always tell if visitors had called in my absence . . .”
   C. “There is commonly sufficient space about us.”
   D. “I have . . . my own . . . little world all to myself.”

14. How is the setting important to the author’s message in this passage?
   A. The setting provides privacy for the author.
   B. The setting has sufficient space for the author.
   C. The setting is near the hometown of the author.
   D. The setting offers a sweet friendliness for the author.

**Reading Questions**

15. Read the sentence.
   The pirates buried the treasure in an *obscure* location in order to prevent discovery.

Use this thesaurus entry to answer the following question.

*obscure*, adj. 1. vague, indefinite; 2. unknown, rare; 3. complicated, difficult; 4. doubtful, questionable

Which choice from the thesaurus entry is MOST similar to the meaning of *obscure* as it is used in the sentence above?
   A. entry 1
   B. entry 2
   C. entry 3
   D. entry 4
16. Read this dictionary definition.

**stress**, *n.*
1. force exerted upon a body or object.
2. importance or emphasis.
3. mental or emotional strain.
4. the loudness with which a syllable is spoken.

In which sentence does the word *stress* have a meaning MOST like Definition 2?
A. In many languages, the *stress* typically falls on or near the end of a word.
B. Playground equipment is designed to withstand a great amount of *stress*.
C. The *stress* of moving to a new city can sometimes create anxiety.
D. Throughout the mayor’s speech, she placed great *stress* on fire safety and prevention.

17. Which summary describes a story in which the main conflict is MOST LIKELY internal?
A. A hiker lost in a dense forest must rely on her skills to keep herself alive and return to safety.
B. A computer programmer discovers that one of his programs has a tendency to disable other, important programs.
C. A young man must decide whether to take a high-paying job or continue in his low-paying, but rewarding, work.
D. A brother and sister are both pursuing the goal of hitting the most home runs for the year in the same softball league.

18. Read the following dictionary entry.

**trench-ant**, *adj.*
1. incisive or keen, as in language or a person.
2. vigorous; effective; energetic.
3. sharply defined; clear; distinct.

[1275–1325; Middle English *tranchaunt* < Anglo-French; Old French *trenchant*, pr. part. of *trenchier* to cut. See TRENCH, -ANT]

**trench ant cy**, *n.*
— **trench ant ly**, *adv.*
— **Syn.** 1. sharp, biting.

There is enough information in this dictionary entry to show that the word *trenchant*?
A. fell out of common usage in 1325.
B. comes from a word meaning to cut.
C. has retained its Middle English spelling.
D. shares a history with the word *sharp*.

19. Read the sentence.

I read an article in the newspaper about a person who built a career masquerading as a doctor when in fact he was a quack who was only interested in an easy dollar.

To describe someone as a *quack* means that you think the person is
A. a fraud.
B. a tattletale.
C. a professional.
D. lazy.
_____ 20. A person who offers insight to another is sharing
   A. gossip.
   B. facts.
   C. wisdom.
   D. curiosity.

Writing Passage

The following is a rough draft of a letter. It contains errors.

PawPals Owner Obedience School

Dear Mr. Carmichael:

(1) It was a pleasure meeting you and your dog, Patches, at the Home and Garden Expo last weekend. (2) Thank you for filling out the card requesting more information about our services. (3) At PawPals Owner Obedience School, we have a simple philosophy: Dogs already know how to be dogs, but people do not necessarily know how to be dog owners. (4) The same philosophy is probably true of other kinds of animals as well, such as cats. (5) Our mission is to remedy this situation by educating dog owners at the PawPals Owner Obedience School.

(6) Surveys show that most owners are dissatisfied with their dogs and wish that their four-footed friends would act like the dogs on television. (7) Many owners have an ideal image of a dog; they desire a dog that never jumps up on them with muddy paws, or a dog that never digs up the freshly planted flowers from the garden. (8) With their tails wagging, owners are proud of their dogs as they walk them. (9) Owners imagine having a dog that brings them the newspaper.

(10) Mr. Carmichael, you can have that kind of dog. (11) In fact, you already do have that dog. (12) You may currently lack nothing but the training to bring out the best in your dog, but PawPals Owner Obedience School can teach you what you need to know in order to train the dog of your dreams. (13) Our program centers on the three most important aspects of dog psychology: attention, rewards, and praise.

(14) The first principle of dog psychology requires that you give your dog the attention he deserves, letting him know how important he is by playing with him. (15) ____, so the second principle of our creed is that dogs respond to tangible rewards, such as toys or treats. (16) The most important lesson of all, however, is the importance of praise. (17) Many dogs are never properly praised and only have the opportunity to hear negative comments like, “Down—bad dog!” (18) I mean, you probably would not like it very much if we called you “Bad owner! Bad owner!” (19) Consequently, we stress the importance of positive reinforcement and praise.

(20) Mr. Carmichael, you already have a good dog. (21) Your dog can develop into a better pet if you take the necessary actions to become a well-trained owner! (22) A spot should get reserved by you soon. (23) Classes at PawPals Owner Obedience School begin next week, so call today.

Sincerely,
Rebecca Clare
Dog Owner and PawPals Trainer
21. Read the sentences from the letter.

(20) Mr. Carmichael, you already have a good dog. (21) Your dog can develop into a better pet if you take the necessary actions to become a well-trained owner!

What is the correct way to combine the two sentences by rewriting the portion underlined in the sentences above?
A. dog, whereas your
B. dog, but your
C. dog; because your
D. dog; whenever your

22. What is the MAIN purpose of Rebecca Clare’s letter?
A. to describe good pet behavior
B. to analyze why pets misbehave
C. to inform the recipient about the history of PawPals
D. to persuade the recipient to enroll in PawPals

23. Which information, if included in the first paragraph of the letter, would offer the MOST effective support?
A. the names of competitors of PawPals who were also at the Expo
B. the number of years that PawPals has been in business
C. a description of what Patches looks like
D. an explanation as to why the Home and Garden Expo is so popular

24. Read the sentences from the letter.

(14) The first principle of dog psychology requires that you give your dog the attention he deserves, letting him know how important he is by playing with him. (15) __________, so the second principle of our creed is that dogs respond to tangible rewards, such as toys or treats.

What phrase, if placed in the blank, would provide the BEST transition?
A. Attention is not enough, however
B. Dogs enjoy playing, though
C. The first principle is giving attention
D. Other things are just as important

25. Which sentence from the first paragraph disrupts logic and coherence?
A. (1) It was a pleasure meeting you and your dog, Patches, at the Home and Garden Expo last weekend.
B. (3) At PawPals Owner Obedience School, we have a simple philosophy: Dogs already know how to be dogs, but people do not necessarily know how to be dog owners.
C. (4) The same philosophy is probably true of other kinds of animals as well, such as cats.
D. (5) Our mission is to remedy this situation by educating dog owners at the PawPals Owner Obedience School.
26. Read the sentence from the letter.

(8) With their tails wagging, owners are proud of their dogs as they walk them.

What is the BEST way to write the sentence correctly?
A. The dogs proudly wag their tails while their owners walk them.
B. With their tails wagging, the dogs walk alongside their proud owners.
C. Owners walk proudly alongside their dogs, their tails wagging.
D. Dogs, tails wagging, proudly walk alongside their owners.

27. Read the sentence.

A dog this morning ran, carrying a chew toy in his mouth, across the lawn.

What is the correct way to rewrite this sentence?
A. This morning ran a dog, carrying a chew toy in his mouth, across the lawn.
B. This morning a dog ran across the lawn, carrying a chew toy in his mouth.
C. This morning a dog, carrying a chew toy in his mouth, ran across the lawn.
D. Across the lawn, carrying a chew toy in his mouth, ran a dog this morning.

28. Read the sentence.

Benjamin’s friendliness and optimism never falters, even when a series of events ruins his plans.

What is the BEST way to rewrite this sentence using correct subject-verb agreement?
A. Benjamin’s friendliness and optimism never falters, even when a series of events ruin his plans.
B. Benjamin’s friendliness and optimism never falter, even when a series of events ruins his plans.
C. Benjamin’s friendliness and optimism never falter, even when a series of events ruin his plans.
D. Benjamin’s friendliness and optimism never falters, even when a series of events ruins his plans.

29. Read the sentence.

Inside the brightly lit restaurant, Sadie bent over her bowl and wondered what made her cream of broccoli soup look so green.

What part of speech is the underlined word in the sentence?
A. adjective
B. reposition
C. conjunction
D. interjection

30. Which of these sentences demonstrates the correct use of pronouns?
A. The officer gave they and I all the required documents.
B. The officer gave them and I all the required documents.
C. The officer gave they and me all the required documents.
About the Lesson Tests

The Lesson Tests align with the lessons in the *Mirrors & Windows: Connecting with Literature Student Edition*. In most cases, a lesson comprises the content provided for a single literary selection, including the selection and its Before Reading and After Reading sections. The Lesson Test for a single selection generally includes twelve to twenty questions: eight to ten multiple choice, five to ten matching, and one essay. Variations on this basic lesson format include the following:

- Shorter selections, such as poems, may have fewer items and often do not have matching questions.
- If any type of Connection material is included with the selection, it is considered part of the lesson. In the case of a Literature Connection, Primary Source Connection, or Informational Text Connection, at least one question about that piece is included in the Lesson Test.
- For a Comparing Literature or other grouping, all the grouped selections and the accompanying Before and After Reading are treated as a single lesson. Approximately equal numbers of multiple-choice questions about each selection are provided in the Lesson Test. Matching questions are included for just one of the selections, while the essay question addresses all the selections in the grouping.

The title of each Lesson Test indicates what selection or selections it covers, and subheads within the test identify groups of questions that relate to specific selections. Approximately equal numbers of easy, medium, and difficult questions are included in each Lesson Test. Each question has been assigned a value of one point; you may weight different types of items as you see fit. The questions in the test are also rated according to the six levels of Bloom’s taxonomy: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Completing a Lesson Test should take students approximately thirty minutes. This estimate allows ten minutes for the multiple choice and matching questions and twenty minutes for the essay. Depending on the level of detail expected in the response to the essay question, you may allow students to refer to the text of the selection while they complete this part of the test. Answers to the questions are provided in the Answer Key at the end of the book.

Lesson Tests on the ExamView® Assessment Suite CD

Each Lesson Test in this book includes a portion of the questions available in a bank created for the selection or selections. The full question bank, along with the Lesson Test as it is presented in this guide, is available on the ExamView® Assessment Suite CD. The ExamView® question banks include details about the difficulty level and Bloom’s taxonomy level of each question. You may use the ExamView® question banks to compile your own tests, or you may edit the ExamView® Lesson Tests to adapt them for your unique needs.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Thank You, M’am

1. What does Roger attempt to steal from Mrs. Jones?
   A. her watch
   B. her shoes
   C. her purse
   D. her home
   E. her dinner

2. Which of the following words is a synonym for frail, as used in the sentence “The boy appeared sickly and frail”?
   A. weak
   B. shy
   C. strong
   D. quiet
   E. loud

3. Where does Mrs. Jones take the boy?
   A. to the store
   B. to his house
   C. to her house
   D. to the police station
   E. to school

4. Which of the following quotations from the story is not an example of characterization?
   A. “The woman did not ask the boy anything about where he lived, his folks, or anything else that would embarrass him.”
   B. “After a while she said, ‘I was young once and I wanted things I could not get.’ There was another long pause.”
   C. “The boy could hear other roomers laughing and talking in the large house.”
   D. “Mrs. Jones stopped, jerked him around in front of her, put a half nelson about his neck, and continued to drag him up the street.”
   E. “He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.”
Read the following passage. Then answer the question(s) below.

The woman was sitting on the daybed. After a while she said, “I were young once and I wanted things I could not get.” There was another long pause. The boy’s mouth opened. Then he frowned, not knowing he frowned.

The woman said, “Um-hum! You thought I was going to say but, didn’t you? You thought I was going to say, but I didn’t snatch people’s pocketbooks. Well I wasn’t going to say that.”

5. What does Roger learn about Mrs. Jones in this passage?
   A. that she feels she is above the law
   B. that as a child, she was able to survive without stealing
   C. that she feels superior to Roger
   D. that she stole from others in the past
   E. that she does not respect his choices

6. What is meant by the expression “Shoes got by devilish ways will burn your feet”?
   A. People who lie will get caught sooner or later.
   B. Having shoes is not as important as having friends and family.
   C. People are punished for trying to obtain things they don’t need.
   D. People are rewarded for being kind and helpful.
   E. Something that is obtained dishonestly will bring trouble.

7. Irony is the difference between appearance and reality—in other words, what seems to be and what really is. What is ironic about the following statement, which Mrs. Jones makes when she catches Roger?

   “When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones.”

   A. The statement seems threatening, but Roger just ignores Mrs. Jones.
   B. The statement seems threatening, but Mrs. Jones intends to help Roger.
   C. The statement seems threatening, and Mrs. Jones plans on turning Roger over to the police.
   D. The statement is false; Roger escapes and will not remember Mrs. Jones.
   E. The statement seems important, but Roger learns nothing from his interaction with Mrs. Jones.

8. Why does Roger sit on the far side of the room, away from Mrs. Jones’s purse?
   A. Roger is planning how to escape with Mrs. Jones’s money.
   B. Mrs. Jones has threatened to call the police if Roger touches her purse.
   C. Roger does not want Mrs. Jones to think he is still trying to steal her purse.
   D. Roger knows that Mrs. Jones is watching him from behind the screen.
   E. Roger assumes that he is being tested.
Matching

_for Thank You, M’am_

Match each of the following with the correct description below.

A. blue suede shoes  
B. pocketbook  
C. milk  
D. half nelson  
E. ten dollars

_____  9. what Roger wants to buy  
_____ 10. what Mrs. Jones gives Roger  
_____ 11. what Roger offers to get for Mrs. Jones  
_____ 12. what Mrs. Jones does to hold Roger  
_____ 13. what Roger attempts to steal from Mrs. Jones

Essay

_for Thank You, M’am_

14. In a short essay, compare the characters of Roger and Mrs. Jones. Explain which character is more developed, and argue whether this characterization is important to the story. Use examples from the text to support your argument.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Interlopers/A Poison Tree

_____ 1. With whom has the family of Ulrich von Gradwitz been in dispute?
   A. the local authorities
   B. their neighbors
   C. themselves
   D. the logging company
   E. the neighboring town

_____ 2. Which word best completes the following sentence?
   The area was precipitous, which made for a __________ journey.
   A. wet
   B. dull
   C. dry
   D. easy
   E. difficult

_____ 3. Which of the following is a synonym for restraining in the sentence “I found his personality restraining and completely irritating”?
   A. snobbish
   B. traditional
   C. excessive
   D. controlling
   E. cautious

_____ 4. Which of the following best describes the plot of “The Interlopers”?
   A. Two men become enemies after becoming stranded in the woods.
   B. Two neighbors settle a family dispute after hunting in the woods.
   C. Two enemies resolve their differences after becoming trapped in the woods.
   D. Two enemies accept one another as equals after fighting in the woods.
   E. Two men fight to the death in a deserted forest.

_____ 5. What did both Georg and Ulrich inherit from their families?
   A. a castle
   B. a marsh
   C. a car
   D. a feud
   E. a gun collection
6. The **climax** is the high point of interest or suspense in a literary work. Which of the following best describes the climax of “The Interlopers”?
   A. when the tree branches pin the two hunters down
   B. when the men work together to call their parties
   C. when the men decide to be friends
   D. when the men first come upon one another in the woods
   E. when the men see figures coming toward them

7. What is the most likely reason that Saki included flashbacks in this story?
   A. to provide background information on the preexisting feud
   B. to provide a break in the storyline
   C. to pull the focus of the story away from Georg and Ulrich
   D. to show the reader how memories contribute to the conflict
   E. to confuse the reader

8. Which of the following best describes the message of “A Poison Tree”?
   A. What goes around comes around.
   B. A person can choose to control their emotions.
   C. Everyone deserves a second chance at life.
   D. Jealousy is worse than anger.
   E. Strong emotions can be controlled by relaxing.

Read the following passage. Then answer the question(s) below.

The two enemies stood glaring at one another for a long silent moment. Each had a rifle in his hand, each had hate in his heart and murder uppermost in his mind. The chance had come to give full play to the passions of a lifetime. But a man who has been brought up under the code of a restraining civilization cannot easily nerve himself to shoot down his neighbor in cold blood and without word spoken, except for an offense against his hearth and honor. And before the moment of hesitation had given way to action a deed of Nature’s own violence overwhelmed them both. A fierce shriek of the storm had been answered by a splitting crash over their heads, and ere they could leap aside a mass of falling beech tree had thundered down on them.

9. In this passage, the line “the chance had come to give full play to the passions of a lifetime” implies that both hunters have spent a lifetime imagining
   A. the real reason behind their feud
   B. the opportunity to kill the other
   C. the chance to join the other on a hunting trip
   D. the chance to catch the other breaking the law
   E. the opportunity to talk things through

10. In this passage, what stops the two men from immediately shooting each other?
    A. neither is sufficiently provoked
    B. neither has the courage
    C. neither wants to harm the other
    D. neither knows how to use a gun
    E. neither is civilized enough
Matching

for The Interlopers

Choose the best definition for each of the following words.

A. reconciliation  D. embitter
B. pinion  E. languor
C. endeavour  F. plight

_____ 11. dangerous situation
_____ 12. settling of problems
_____ 13. bind
_____ 14. lack of interest
_____ 15. attempt or effort
_____ 16. make resentful

Essay

for The Interlopers

17. Think back on “The Interlopers.” Who are the characters in the story? What happens to them, specifically at the end of the story? What does the reader conclude as a result of what happens? In a paragraph, retell the story of “The Interlopers” and explain why the ending is significant.
The Most Dangerous Game, page 26

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Most Dangerous Game

_____ 1. What is Rainsford famous for?
A. hunting
B. writing
C. sailing
D. singing
E. acting

_____ 2. What is the name of the island that causes sailors so much dread?
A. Sunk-Sailor Island
B. Sail-Bomb Island
C. Ship-Trap Island
D. Dead-Man’s Island
E. Ghost-Maker Island

_____ 3. Which of the following words best completes the sentence?
   His disarming nature made us feel __.
A. uneasy
B. annoyed
C. comfortable
D. ignored
E. ugly

_____ 4. The conflict in this story is external. With whom or what does Rainsford struggle?
A. nature
B. society
C. social norms
D. fate
E. another character

_____ 5. What initially makes Rainsford uncomfortable about General Zaroff?
A. Zaroff is a fellow hunter and enjoys bragging.
B. Zaroff appears to be evaluating Rainsford.
C. Zaroff has a slight accent and appears to be very wealthy.
D. Zaroff seems to have impeccable taste.
E. Zaroff is a welcoming host.
6. What does General Zaroff have planned for Rainsford?
   A. The general intends to hunt Ivan with Rainsford.
   B. The general intends to hunt jaguars with Rainsford.
   C. The general intends to hunt one of his captives with Rainsford.
   D. The general intends to allow Rainsford to do whatever he wishes.
   E. The general intends to hunt Rainsford.

7. Which of the following words best describes the mood, or atmosphere, of the selection?
   A. tense
   B. joyful
   C. somber
   D. relaxed
   E. comical

Read the following passage. Then answer the following question(s).

“Hunting? General Zaroff, what you speak of is murder.”

The general laughed with entire good nature. He regarded Rainsford quizzically. “I refuse to believe that so modern and civilized a young man as you seem to be harbors romantic ideas about the value of human life. Surely your experiences in the war—”

“Did not make me condone coldblooded murder,” finished Rainsford stiffly.

Laughter shook the general. “How extraordinarily droll you are!” he said. “One does not expect nowadays to find a young man of the educated class, even in America, with such a naive, and, if I may say so, mid-Victorian point of view. It’s like finding a snuff-box in a limousine. Ah, well, doubtless you had Puritan ancestors. So many Americans appear to have had. I’ll wager you’ll forget your notions when you go hunting with me. You’ve a genuine new thrill in store for you, Mr. Rainsford.”

8. In this passage, the general laughs at Rainsford because the general
   A. cannot believe Rainsford is not more accepting of his game.
   B. considers Rainsford to be naive.
   C. does not share Rainsford’s views.
   D. thinks Rainsford is being old-fashioned.
   E. All of the above

9. What conflict does this passage introduce?
   A. The general does not respect Rainsford’s views.
   B. The general hunts men for sport.
   C. Rainsford has Puritan ancestors.
   D. The general will not share the most dangerous game.
   E. The general is a gambling man.

10. Based on this passage, with which of the following statements would General Zaroff most likely agree?
    A. Fighting in a war does not change a person’s perspective on life.
    B. Civilized people are naturally romantic.
    C. Hunting men for sport is actually coldblooded murder.
    D. A human life is no more valuable than an animal’s life.
    E. Violence is not the answer.
Matching

for The Most Dangerous Game

Choose the best description for each of the following.

A. velvet   D. pistol
B. Cape buffalo   E. hunting knife
C. pipe   F. jaguar

_____ 11. this fell and caused Rainsford to fall off the yacht
_____ 12. this made a noise and got Rainsford’s attention
_____ 13. what Rainsford and Whitney initially intend to hunt
_____ 14. given to Rainsford before the game
_____ 15. described the tropical night air
_____ 16. what Rainsford initially thinks is the most dangerous of all big game

Essay

for The Most Dangerous Game

17. Describe the setting of the selection. Why is the setting so important to this story? Do you think this story would have been as effective if it took place in, for example, downtown Chicago, or a prairie region? Explain.

   In a brief essay, explain why the setting of the “The Most Dangerous Game” is integral to the story. Support your response using details from the selection, as well as by evaluating whether or not the story would be as effective if it took place in another setting.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Blues Ain’t No Mockin Bird

1. What does Grandaddy Cain bring to Granny Cain?
   A. Christmas presents
   B. a camera
   C. Tyrone and Terry
   D. a stray dog
   E. a hawk

2. Cathy is the narrator’s
   A. older sister.
   B. younger sister.
   C. third cousin.
   D. daughter.
   E. mother.

3. Which of the words listed below best completes the following sentence?
   The idea was original and the group became ___________.
   A. bored with it
   B. excited about it
   C. angered by it
   D. annoyed with it
   E. saddened by it

4. What does Grandaddy Cain do to the filmmaker’s camera?
   A. He throws it away.
   B. He hands it back safely.
   C. He gives it to Granny Cain.
   D. He breaks it into small pieces.
   E. He opens it up so that the film comes out.

5. Which of the following is not an example of dialect?
   A. ‘’A sort of weird spider, I guess, with many mental problems.’’
   B. “Me and Cathy were waitin, too, cause Granny always got somethin to say.”
   C. “She teaches steady with no let-up.”
   D. ‘’Go tell that man we ain’t a bunch of trees.’’
   E. “Like his mama, Miss Myrtle, tell us never mind the formality as if we had no better breeding than to call her Myrtle, plain.”
6. Which of the following words best describes Granny Cain?
A. proud
B. somber
C. cautious
D. simple
E. carefree

7. The narrator's family moves a lot. Based on the details provided in the story, the reader can infer that they move because
A. they are running from the law.
B. others are disrespectful to them.
C. they don't want to pay rent.
D. people near them are too kind.
E. they get tired of the weather.

8. Who understands Granny Cain the best?
A. Grandaddy Cain
B. Cathy
C. the narrator
D. Smilin
E. the twins

Read the following passage. Then answer the question(s) below.

"What was they doin?" asked Tyrone.
"Tryin to talk him out of it was what they was doin. The minister talkin about how it was a mortal sin, suicide. His woman takin bites out of her own hand and not even knowin it, so nervous and cryin and talkin fast."
"So what happened?" asked Tyrone.
"So here comes . . . this person . . . with a camera, takin pictures of the man and the minister and the woman. Takin pictures of the man in his misery about to jump, cause life so bad and people been messin with him so bad. This person takin up the whole roll of film practically. But savin a few, of course."

9. Which of the following best describes what the ellipses ( . . . ) might indicate in this passage?
A. Granny Cain is stopping herself from revealing a secret
B. Granny Cain is struggling to describe the person in a neutral way
C. Granny Cain is slow witted
D. Granny Cain can't remember the person's name
E. All of the above

10. Based on the information in this passage, why would the photographer "save a few" exposures on his roll of film?
A. in case someone tried to take his camera
B. to save the film for another event
C. because he was not a very experienced photographer
D. in order to have film available if the man jumped
E. because he was more concerned about the man than about taking pictures
Matching

_for Blues Ain't No Mockin Bird_

Choose the best description for each of the following characters.

A. Granny Cain  D. Smilin
B. Grandaddy Cain  E. Camera
C. Cathy  F. Terry

_____  11. repeats the statements made by his brother
_____  12. wants to ask a few questions
_____  13. often sounds like “Granny teacher”
_____  14. bakes rum cakes for Christmas
_____  15. ruins the film in the camera
_____  16. is shooting the Cain house for a documentary

Essay

_for Blues Ain't No Mockin Bird_

17. Consider how the story would have been different had it been told from either Granny Cain’s perspective or the perspective of the filmmakers. In a brief essay, explain why you believe the author chose the perspective from which she tells this story. What advantages or disadvantages does this perspective offer? Finally, explain whether you agree with her choice of perspective. Support your answers with logical reasoning and examples from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Cask of Amontillado

1. What emotion motivates Montresor to seek revenge against Fortunato?
   A. greed
   B. fear
   C. kindness
   D. pride
   E. love

2. During what event or season does the story take place?
   A. All Hallows Eve
   B. Christmas
   C. Day of the Dead
   D. Carnival
   E. Lent

3. How does Montresor get Fortunato to follow him?
   A. He tells Fortunato he will pay him money if he follows.
   B. He forces Fortunato to follow by wielding a knife at him.
   C. He tells Fortunato that he has an amontillado to taste.
   D. He tells Fortunato that Fortunato’s wife is in danger.
   E. He convinces Fortunato that he is a Mason.

4. Which of the following is an synonym for the word accosted in the sentence “I was accosted by the principal of our school”?
   A. hired
   B. congratulated
   C. approached
   D. charmed
   E. sent

5. Irony is the difference between what seems to be and what really is. What is ironic about Montresor’s repeated concerns about Fortunato’s cough?
   A. Fortunato deliberately gave the cough to Montresor.
   B. Montresor actually intends to murder Fortunato.
   C. Montresor is a doctor and could easily help Fortunato.
   D. Montresor lined the catacombs with niter in order to bother Fortunato.
   E. Fortunato considers his cough a sign of good health.
6. What detail shows the reader that Montresor’s crime was premeditated?
   A. Fortunato has been drinking at carnival.
   B. Building stone and mortar is hidden near the entrance to the recess.
   C. The walls of the catacombs are covered in niter.
   D. Fortunato has a terrible cough.
   E. Montresor repeatedly promises to give Fortunato a taste of the amontillado.

7. Which word best describes the narrator’s mental state?
   A. calculating
   B. unhinged
   C. aware
   D. calm
   E. All of the above

8. With which of the following statements would the narrator agree?
   A. Misery loves company.
   B. An insult is harder to forget than an injury.
   C. Don’t bite off more than you can chew.
   D. Beggars can’t be choosers.
   E. Don’t look a gift horse in the mouth.

Read the following passage. Then answer the question(s) below.

“You are not of the masons.”
   “Yes, yes,” I said, “yes, yes.”
   “You? Impossible! A Mason?”
   “A Mason,” I replied.
   “A sign,” he said.
   “It is this,” I answered, producing a trowel from beneath the folds of my roquelaure.
   “You jest,” he exclaimed, recoiling a few paces. “But let us proceed to the amontillado.”
   “Be it so,” I said, replacing the tool beneath the cloak and again offering him my arm. He leaned upon it heavily. We continued our route in search of the amontillado. We passed through a range of low arches, descended, passed on, and descending again, arrived at a deep crypt, in which the foulness of the air caused our flambeaux rather to glow than flame.

9. What does this passage establish?
   A. The air in the catacombs becomes more foul as they descend.
   B. Fortunato is growing weaker.
   C. Fortunato does not believe that Montresor could be a Mason.
   D. Their destination is in an extremely remote area of the catacombs.
   E. All of the above

10. The tool that Montresor reveals to Fortunato in this passage is used
    A. as an instrument to seal Fortunato into the wall.
    B. as a sign to show that Fortunato is part of the brotherhood.
    C. as a tool to retrieve the Amontillado from the recess.
    D. as a weapon when Montresor attacks Fortunato.
    E. as a sign that Montresor is part of the working class.
Matching

for The Cask of Amontillado

Choose the best definition for each of the following words.

A. afflict   D. grotesque
B. succession  E. retribution
C. preclude   F. avenger

_____ 11. punishment
_____ 12. prevent or make possible beforehand
_____ 13. one who gets back at someone for a wrongdoing
_____ 14. distress or trouble so severely as to cause suffering
_____ 15. bizarre; absurdly awkward
_____ 16. repeated following of one thing after another

Essay

for The Cask of Amontillado

17. Mood, or atmosphere, is the emotion created in the reader by all or part of a literary work. The writer can evoke an emotional response in the reader—such as joy, anticipation, or longing—by working carefully with descriptive language and sensory details. In an essay, explore the mood of “The Cask of Amontillado” by identifying the sensory details included in the text and describing what effect these details have on the reader. Support your essay with evidence from the text and logical reasoning.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Destiny

_____  1. What does Celestine put in her special secret dish?
A. marshmallows
B. radishes
C. nuts and bolts
D. raisins
E. rocks

_____  2. Who does Wallacette have a crush on in the school play?
A. the donkey
B. the donkey’s owner
C. Saint Joseph
D. the angels
E. the singers

_____  3. Who is Wallacette named after?
A. her grandmother
B. Adele’s father
C. Norris’s father
D. an uncle
E. an aunt

_____  4. Why doesn’t Celestine visit her granddaughter more often?
A. She doesn’t want to spend time with Adele.
B. She doesn’t enjoy her granddaughter’s company.
C. She lives too far away from Wallacette and her family.
D. She feels like she is not welcome in her son’s home.
E. She and her son have had a falling-out.

_____  5. Which group of words best completes the following sentence?
His confession was so earnest that we _________________.
A. found him guilty
B. forgave him
C. laughed in his face
D. could not believe him
E. became very bored
6. What can the reader conclude about Wallacette, based on the following line from "Destiny"?

“To get girls, she ties the string waistbands of their dresses to her own dress strings, and drags them around the playground until they promise to write her a note.”

A. Wallacette is dull.
B. Wallacette is smart.
C. Wallacette is popular.
D. Wallacette is aggressive.
E. Wallacette is courageous.

7. Which of the following words best describes Celestine’s personality?

A. cruel
B. reserved
C. straightforward
D. joyful
E. somber

8. With which of the following statements would Celestine agree?

A. Turn the other cheek.
B. If you can’t say anything nice, don’t say anything at all.
C. Choose your battles wisely.
D. No use crying over spilled milk.
E. Misery loves company.

Read the following passage. Then answer the question(s) below.

Celestine, however, kneels down next to her, and then suddenly, fiercely, she lunges and catches the girl full across the chest and neck with a stranglehold. I expect this to be the moment Wallacette breaks down. It will be good for the girl to shed real tears, I think sympathetically. But instead of melting and crying, Wallacette charges suddenly from the room like a bull, running right over her grandmother. Celestine goes tumbling in a black heap on the carpet, and a door down the hall slams. Adele follows, to pound on the door and reason with her daughter. Norris stays, bending apologetically over his mother, who looks perversely delighted with what has happened. She pushes Norris away and lifts herself up.

“Grandma’s girl” is all she says, adjusting her turban.

9. Which word best describes what Celestine feels after Wallacette knocks her down?

A. pity
B. fear
C. anger
D. pride
E. worry
10. How does Celestine approach Wallacette in this passage?
   A. with strength, almost grabbing Wallacette like an animal
   B. with pity, holding onto Wallacette because no one else will
   C. with delicacy, she is afraid to upset Wallacette
   D. with resentment, she doesn’t want her granddaughter to show weakness
   E. with little concern, she knows her granddaughter will be fine

Matching for Destiny

Choose the best definition for each of the following words.

A. gloat        D. maul
B. premonition  E. towhead
C. wield

11. heavy wooden hammer
12. blond
13. carry, as with a weapon
14. vision of the future
15. consider in a victorious and boastful way

Essay for Destiny

16. Choose two characters from the selection and write an essay in which you compare and contrast their roles within the story. Explain whether they are flat, round, static, or dynamic characters. Support your analysis with evidence from the selection and logical reasoning.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Good Deed/Tears of Autumn

_____ 1. In “The Good Deed,” where did Mrs. Pan live before her son brought her to America?
   A. China
   B. Japan
   C. England
   D. Africa
   E. India

_____ 2. Which of the following words best describes old Mrs. Pan at the beginning of “The Good Deed”?
   A. somber
   B. lonely
   C. homesick
   D. bored
   E. All of the above

_____ 3. In “The Good Deed,” old Mrs. Pan wishes to help Lili Yang find
   A. a home.
   B. a job.
   C. a hobby.
   D. a husband.
   E. a friend.

_____ 4. In “The Good Deed,” who does old Mrs. Pan blame for Lili not having a husband?
   A. herself
   B. Lili
   C. Lili’s parents
   D. Americans
   E. her son and daughter-in-law

_____ 5. According to Mrs. Pan in “The Good Deed,” which of the following is not a sign of wisdom?
   A. the appreciation of beauty
   B. obeying laws
   C. the appreciation of kindness
   D. the following of customs
   E. respecting elders
6. In “Tears of Autumn,” what is Hana’s main motivation for going to America?
   A. to marry Taro Takeda
   B. to have new opportunities
   C. to live the “American dream”
   D. to avoid remaining unmarried
   E. to escape another marriage

7. In “The Good Deed,” which of her previous rules or beliefs does Mrs. Pan contradict when she sets her sights on the son of Mr. Lim?
   A. Ugly women are usually the most kind.
   B. One doesn’t choose men from the street.
   C. An ugly woman shouldn’t marry an educated man.
   D. A woman will grieve for her unborn children.
   E. Only parents should arrange a marriage.

8. Why might one consider this passage from “The Good Deed” to be a turning point in the story?
   A. because Mrs. Pan decides to help Lili Yang
   B. because it shows that Mrs. Pan does not trust her son
   C. because Mrs. Pan has finally found a reason to leave the apartment
   D. because it reveals that Mr. Pan and his wife think old Mrs. Pan’s plan is comical
   E. because it shows that Mrs. Pan has many emotions

Read the following passage from “Tears of Autumn” Then answer the question(s) on the next page.

“It would certainly be a different kind of life,” Hana’s sister ventured, and for a moment, Hana thought she glimpsed a longing ordinarily concealed behind her quiet, obedient face. In that same instant, Hana knew she wanted more for herself than her sisters had in their proper, arranged, and loveless marriages. She wanted to escape the smothering strictures of life in her village. She certainly was not going to marry a farmer and spend her life working beside him planting, weeding, and harvesting in the rice paddies until her back became bent from too many years of stooping and her skin was turned to brown leather by the sun and wind. Neither did she particularly relish the idea of
marring a merchant in a big city as her two sisters had done. Since her mother objected to her going to Tokyo to seek employment as a teacher, perhaps she would consent to a flight to America for what seemed a proper and respectable marriage.

9. What main purpose does this passage serve within “Tears of Autumn”?
   A. The passage shows that Hana’s sister longs to go to America.
   B. The passage describes the happy life that Hana would be leaving behind.
   C. The passage explains the motivation behind Hana’s decision.
   D. The passage describes Hana’s dream of becoming a farmer’s wife.
   E. The passage illustrates Hana’s desire to leave her mother and family.

10. Which of the following expressions best summarizes the main idea of this passage?
    A. Change can be a good thing.
    B. Misery loves company.
    C. Green with envy.
    D. Hard work never killed anybody.
    E. Honor your elders.

Matching

for The Good Deed

Choose the best definition for each of the following words.

11. condemn strongly as evil or wrong
    A. compel
    B. contemplatively
    C. denounce
    D. indignantly
    E. abashed
    F. quizzically

12. in a thoughtful or studious way
    A. compel
    B. contemplatively
    C. denounce
    D. indignantly
    E. abashed
    F. quizzically

13. embarrassed; upset
    A. compel
    B. contemplatively
    C. denounce
    D. indignantly
    E. abashed
    F. quizzically

14. in a perplexed manner
    A. compel
    B. contemplatively
    C. denounce
    D. indignantly
    E. abashed
    F. quizzically

15. force to do something
    A. compel
    B. contemplatively
    C. denounce
    D. indignantly
    E. abashed
    F. quizzically

16. feeling anger as a reaction to ungratefulness
    A. compel
    B. contemplatively
    C. denounce
    D. indignantly
    E. abashed
    F. quizzically

17. grant; bestow
    A. compel
    B. contemplatively
    C. denounce
    D. indignantly
    E. abashed
    F. quizzically

18. attack physically
    A. compel
    B. contemplatively
    C. denounce
    D. indignantly
    E. abashed
    F. quizzically

Essay

for The Good Deed/Tears of Autumn

19. How would you describe old Mrs. Pan and Hana Omiya? Both left their homes for America, but they are very different in other ways. In a paragraph, compare and contrast the characters of Mrs. Pan and Hana Omiya, using as much detail as you can. Be sure to include information about all aspects of their characters, including descriptions of their appearances, the way they behave, and their internal emotions.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Scarlet Ibis

1. Why does the narrator disagree with the name his parents choose for Doodle?
   A. The name is too strong for Doodle.
   B. It is the name of his favorite actor.
   C. It sounds like an old man’s name.
   D. Too many of their relatives share it.
   E. It is a name that is easy to forget.

2. Where do the two boys spend the majority of their time?
   A. the cotton fields
   B. the forest
   C. Dix Hill
   D. Old Woman Swamp
   E. the backyard

3. What does the narrator teach Doodle in time for Doodle’s sixth birthday?
   A. to read
   B. to swim
   C. to walk
   D. to run
   E. to sing

4. Which of the following words is a synonym for reiterate in the phrase “please reiterate that statement”?
   A. repeat
   B. ignore
   C. swallow
   D. write
   E. follow

5. Read the following sentence from the selection. Then answer the question below.

   “They did not know that I did it for myself; that pride, whose slave I was, spoke louder than all their voices . . .”

   What does this sentence tell the reader about the narrator?
   A. The narrator has no mind of his own.
   B. The narrator is motivated by pride.
   C. The narrator does not listen well.
   D. The narrator keeps many secrets.
   E. The narrator does not love his brother.
6. What detail about James Hurst’s past seems to contribute the most to “The Scarlet Ibis”?
   A. Hurst served in the U.S. Army during World War II.
   B. Hurst studied chemical engineering at North Carolina State College.
   C. Hurst was raised on a farm in North Carolina.
   D. Hurst dreamed of becoming an opera singer.
   E. Hurst traveled to Rome to continue his studies.

7. Which of the following sentences describes the cause of the final effect in the story?
   A. “Doodle told them it was I who had taught him to walk, so everyone wanted to hug me, and I began to cry.”
   B. “He, too, now believed in my infallibility, so we set the deadline for these accomplishments less than a year away, when, it had been decided, Doodle could start to school.”
   C. “From the beginning Doodle was a terrible liar and he got me in the habit.”
   D. “After that day Doodle and I often went down to into Old Woman Swamp.”
   E. “Suddenly Daddy straightened his shoulders, raised a giant knuckly fist, and with a voice that seemed to rumble out of the earth itself began cursing heaven, the weather, hell, and the Republican Party.”

8. The narrator would disagree with which of the following statements?
   A. Siblings can make great friends.
   B. Lying can be great fun.
   C. Perseverance is a good quality to have.
   D. It is important to be proud of something.
   E. Secrets are easy to keep.

Read the following passage. Then answer the question(s) below.

He was a burden in many ways. The doctor had said that he mustn’t get too excited, too hot, too cold, or too tired and that he must always be treated gently. A long list of don’ts went with him, all of which I ignored once we got out of the house. To discourage his coming with me, I’d run with him across the ends of the cotton rows and careen him around corners on two wheels. Sometimes I accidentally turned him over, but he never told Mama. His skin was very sensitive, and he had to wear a big straw hat whenever he went out. When the going got rough and he had to cling to the sides of the go-cart, the hat slipped all the way down over his ears. He was a sight. Finally, I could see I was licked. Doodle was my brother and he was going to cling to me forever, no matter what I did, so I dragged him across the burning cotton field to share with him the only beauty I knew, Old Woman Swamp.

9. Sensory details are words and phrases that describe how things look, sound, smell, taste, or feel. Which type of sensory detail is used most in this passage?
   A. sight
   B. sound
   C. taste
   D. feel
   E. smell
10. Which of the following statements describes the main cause-and-effect relationship in this passage?
   A. Because Doodle is sensitive, the adults let the narrator pull him in a cart.
   B. Because Doodle refuses to be frightened away, the narrator comes to accept him as his brother.
   C. Because Doodle is a burden, the narrator takes him to Old Woman Swamp.
   D. Because his parents give him rules to follow, the narrator ignores every one.
   E. Because the narrator watches over Doodle, the adults are greatly concerned.

Matching

for The Scarlet Ibis

Choose the best definition for each of the following words.
   A. careen  D. iridescent
   B. sullenly  E. evanesce
   C. vortex  F. infallibility

11. gloomily
12. whirlpool; eddy
13. correctness; incapacity for error
14. lurch from side to side, especially while moving rapidly
15. having shifting changes in color
16. disappear

Essay

for The Scarlet Ibis

17. How would you describe the mood of this selection? What words and images establish the mood in the opening paragraphs? What other descriptions, dialogue, and events contribute to the mood throughout the story? In a paragraph, describe the mood of “The Scarlet Ibis,” using sensory details and other information from the text to support your response.
Name: ____________________________________________________   Date: __________________

American History/TV Coverage of JFK’s Death Forged
Medium’s Role, page 120

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for American History/TV Coverage of JFK’s Death Forged Medium’s Role

_____  1. What did the narrator have planned on the day that President Kennedy was killed?
A. a playdate with Gail
B. a study session with Eugene
C. a trip to the mall with her mother
D. a birthday party
E. a trip to Puerto Rico

_____  2. According to the Informational Text Connection, what is meant by the following sentence?
“As of Nov. 22, 1963, when the three existing networks broadcast ‘wall-to-wall’ news for the first time, newsprint yellowed before our eyes.”
A. Newsprint was printed on cheap paper that didn’t age well.
B. People still preferred reading the newspaper, but news broadcasts were interesting too.
C. Newsprint was considered “cowardly” or “yellow.”
D. The broadcasts on television were no match for the popularity of newsprint.
E. Newspapers became outdated as a result of television’s ‘wall-to-wall’ broadcasts.

_____  3. Which of the words below best completes the following sentence?
The girl was enthralled and therefore unable to ____________.
A. pay her rent
B. finish her vegetables
C. turn away
D. heal properly
E. fall in love

_____  4. Which of the words below is an antonym for the word discreet, as used in the sentence “She was very discreet when she inquired about my past job experiences”?
A. careless
B. nervous
C. cautious
D. unpleasant
E. kind
Read the following passage. Then answer the question(s) below.

“You live there?” She pointed up to El Building, which looked particularly ugly, like a gray prison with its many dirty windows and rusty fire escapes. The woman had stepped halfway out and I could see that she wore a white nurse’s uniform with St. Joseph’s Hospital on the name tag.

“Yes. I do.”

She looked intently at me for a couple of heartbeats, then said as if to herself, “I don’t know how you people do it.” Then directly to me: “Listen. Honey. Eugene doesn’t want to study with you. He is a smart boy. Doesn’t need help. You understand me. I am truly sorry if he told you you could come over. He cannot study with you. It’s nothing personal. You understand? We won’t be in this place much longer, no need for him to get close to people—it’ll just make it harder for him later. Run back home now.”

I couldn’t move. I just stood there in shock at hearing these things said to me in such a honey-drenched voice. I had never heard an accent like hers, except for Eugene’s softer version. It was as if she were singing me a little song.

_____  5. In this passage, to whom is Eugene’s mother referring when she says, “you people”?
   A. young women
   B. friends of her son
   C. people from the south
   D. immigrants
   E. new neighbors

_____  6. Beyond what is actually said in this passage, what can one assume is the main reason that Eugene’s mother does not allow the narrator inside her home?
   A. His mother has no respect for him.
   B. His mother looks down on people from El Building.
   C. Eugene really didn’t want the narrator to visit.
   D. Eugene is not available to study.
   E. His mother is sure that she can help him study instead.

_____  7. Which of the following appears to be the main idea of this passage?
   A. Bad news is best delivered with love.
   B. Honesty is the best policy.
   C. An education is more important than money.
   D. Appearances can be deceiving.
   E. Mothers are often overprotective.

_____  8. What dream does the narrator share with her parents?
   A. to return to Puerto Rico
   B. to live in a single-family house
   C. to do well in school
   D. to be accepted by the community
   E. to become a teacher
9. Why might the narrator’s mother be concerned that her daughter is meeting with Eugene to study?
   A. She may worry that her daughter will have her heart broken.
   B. She may worry that Eugene’s family will not accept her daughter.
   C. She may worry that her daughter will experience prejudice.
   D. She may worry that her daughter’s expectations are too high.
   E. All of the above.

10. Besides spending time with Eugene, what is the main reason why the narrator is excited to visit his home?
    A. She has wanted to meet his mother for some time.
    B. It is the same home she has wished to be a part of since she moved to El Building.
    C. She is reading *Gone with the Wind* and wants to visit the home of a family from Georgia.
    D. She wants to escape her mother’s mourning.
    E. She wants to see if she is able to see her own fire escape from Eugene’s dining room table.

Matching

for American History

Match each of the following with the correct definition or description below.

A. hysterical  E. hierarchy
B. martyr      F. dilapidated
C. eerie       G. distraught
D. elation     H. solace

11. group classified by grade or rank
12. displaying excessive emotion, often through uncontrollable laughter or tears
13. frightening because of strangeness or mysteriousness
14. person who sacrifices his or her life for the sake of a principle or cause
15. state of great joy and pride
16. upset by doubt or mental conflict
17. relief; consolation
18. decayed; fallen into partial ruin through neglect
Essay

for American History

19. Setting plays a particularly strong role in this story. What is the weather like? Why does the speaker mention, more than once, the white snow turning to gray? What does Eugene’s house mean to the narrator, particularly the color of the front door? What role does her father’s dream of a house in the suburbs play?

Write an essay that analyzes the role of setting in this story. In particular, explore how the contrast between El Building, Eugene’s house, and the narrator’s father’s dream deepens the conflict at the center of this story.
Multiple Choice

Identify the choice that best completes the statement or answers the question.

_for The Gift of the Magi/The Necklace_

_____ 1. In “The Gift of the Magi,” what does Jim buy for Della?
   A. a set of combs
   B. a diamond necklace
   C. a feathered hat
   D. a pair of gloves
   E. a gold watch

_____ 2. Which of the following words best completes this sentence?
   Knowing the house would eventually depreciate in value, the owners decided to __________ it.
   A. fix
   B. sell
   C. buy
   D. build
   E. eat

_____ 3. In “The Necklace,” what kind of life was Mme. Loisel convinced she should have had?
   A. a simple life
   B. one of luxury
   C. one filled with poverty
   D. a life in the clergy
   E. one that was focused on education

_____ 4. In “The Necklace,” Mme. Loisel’s husband buys his wife a party dress with the money he had been saving for
   A. a gun with which he could have joined hunting parties.
   B. a new chain for the watch that was left to him by his father.
   C. a country house to live in after his retirement.
   D. a new horse and carriage.
   E. a new suit so he could be more presentable at work.
5. In “The Gift of the Magi,” what is ironic about Della cutting off her hair to buy Jim the fob chain?
A. He had already bought himself a chain.
B. He had sold his watch to buy her a gift.
C. He had initially questioned Della’s love for him.
D. He always thought Della to be quite selfish.
E. He didn’t like the chain she selected.

6. In “The Necklace,” M. Loisel waits patiently in another room while Mme. Loisel stays out at the party until 4:00 AM. This is probably included in the story to show that M. Loisel
A. values his wife’s happiness over his own comfort.
B. believes parties to be incredibly dull.
C. enjoys being alone over the company of his wife.
D. wants his wife to feel sorry for him and leave the party early.
E. is not worthy of Mme. Loisel.

7. In “The Gift of the Magi,” what motivates Jim and Della to buy their gifts?
A. jealousy
B. foolishness
C. greed
D. love
E. pride

8. Based on the narrator’s comments throughout “The Gift of the Magi,” what would the narrator consider to be the greatest treasure contained within Della and Jim’s house?
A. Della’s hair
B. Jim’s watch
C. Jim and Della’s love
D. the combs
E. Both A and B

9. In “The Necklace,” Mme. Loisel is a big success at the party. The reader can assume that after the party she will
A. not bother her husband for more invites.
B. continue to feel that she belongs in high society.
C. at last be content with her life.
D. want to host her own party.
E. All of the above

Read the following passage from “The Necklace.” Then answer the question(s) on the next page.

He borrowed it, asking for a thousand francs of one, five hundred of another, five louis of this one and three louis of that one. He gave notes, made ruinous promises, took money of usurers and the whole race of lenders. He compromised his whole existence, in fact, risked his signature without even knowing whether he could make it good or not, and, harassed by anxiety for the future, by the black misery which surrounded him and by the prospect of all physical privations.
and moral torture, he went to get the new necklace, depositing on the merchant’s counter thirty-six thousand francs.

When Mme. Loisel took back the jewels to Mme. Forestier the latter said to her in a frigid tone:

“You should have returned them to me sooner, for I might have needed them.”

She did open the jewel box as her friend feared she would. If she should perceive the substitution what would she think? What should she say? Would she take her for a robber?

10. What does this passage show about M. Loisel’s personality?
A. It shows how far he will go to protect his wife.
B. It shows that he has very little regard for money.
C. It shows that he doesn’t manage his finances well.
D. It shows that it wasn’t difficult for him to pay for the necklace.
E. It shows that he thinks very little of his own honor.

Matching
from The Necklace

Choose the best definition for each of the following words.

A. supleness E. incessantly
B. finesse F. chagrin
C. nocturnal G. odious
D. homage

11. constantly; endlessly
12. flexibility
13. refinement; delicacy
14. hateful and offensive
15. respectful admiration
16. feeling of annoyance caused by failure or disappointment
17. active at night

Essay
for The Gift of the Magi/The Necklace

18. In a brief essay, describe the plots of both “The Gift of the Magi” and “The Necklace.” Explain how the plot reveals the theme, or central message, of each story.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Ravine

1. Why doesn’t Vinny’s mom want him to visit the pond?
   A. He has schoolwork to finish.
   B. She doesn’t like his friends.
   C. It’s against the law.
   D. She thinks it’s haunted.
   E. She doesn’t want him to get sick.

2. Who is the first to jump off the fifty-foot ledge?
   A. Vinny
   B. Joe-Boy
   C. Mo
   D. Starlene
   E. No one jumps off that ledge.

3. What is the main reason Vinny does not want to jump from the fifty-foot ledge?
   A. Jumping from the higher ledge stirs up the leeches at the bottom of the pond.
   B. Jumping from the higher ledge would cause him to go too deep under the water.
   C. It is the same ledge that the boy jumped from before he drowned.
   D. His mother told him not to jump from the top ledge.
   E. He is afraid of heights and gets dizzy at the top.

4. While Vinny watches Starlene prepare to jump he realizes that he “suddenly felt like hugging her. Why, he couldn’t tell.” Which of the following statements best describes the author’s purpose in including this line?
   A. The line shows that Vinny is a caring person and wants to protect his friends.
   B. The line reveals that Vinny is thankful that Starlene has decided to jump.
   C. The line reveals that Vinny thinks he’s older and more mature than the others.
   D. The line illustrates that Vinny’s emotions are balanced between excitement and love.
   E. The line shows that Vinny has little concern for Starlene.
5. Which of the following lines best explains why Vinny’s friends tease him more than they tease each other?
A. “. . . Mo, who hardly ever said a word and would do anything anyone ever challenged him to do.”
B. “[Vinny] was so weak. Couldn’t even say no.”
C. “Everyone was happy.”
D. “She has no fear, Vinny thought, no fear at all.”
E. “[Joe-Boy] is an idiot, isn’t he? But I love him.”

6. Characterization is the act of creating or describing a character. Writers create characters using three major techniques: showing what characters say, do, or think; showing what other characters say or think about them; and describing what physical features and personalities characters display. In “The Ravine,” the author describes the character of Vinny by describing what he does, thinks, and says. Why might this be the best approach for this particular story?
A. It allows the reader to determine who Vinny is, long before the other characters do.
B. It allows the reader to understand exactly why Vinny is a coward.
C. It allows the reader to see what the other characters think of Vinny.
D. It allows the reader to know what is a fact and what is an opinion.
E. It allows the reader to be aware of Vinny’s inner turmoil and conflict

7. Which of the following statements best describes the theme, or central message, of the selection?
A. Be true to yourself.
B. Friends are kind additions to our lives.
C. Life is for the living.
D. Honesty is the best policy.
E. True friends help us overcome our fears.

8. Starlene would agree with which of the following statements?
A. It’s best to be sensitive to the feelings of others.
B. There are no such things as gods or goddesses.
C. To be brave is more attractive than to be cautious.
D. Girls are not as brave or daring as boys.
E. All of the above

Read the following passage. Then answer the question(s) on the next page.

They walked out of the ravine in silence, Starlene, Joe-Boy, and Mo far ahead of him. They hadn’t said a word since he’d come down off the trail. He knew what they were thinking. He knew, he knew, he knew.

At the same time the peace was still there. He had no idea what it was. But he prayed it wouldn’t leave him now, prayed it wouldn’t go away, would never go away, because in there, in that place where the peace was, it didn’t matter what they thought.

Vinny emerged from the ravine into a brilliance that surprised him. Joe-Boy, Starlene, and Mo were now almost down to the road.
9. What does Vinny assume is the reason the others haven’t said anything to him?
   A. They are late for dinner.
   B. They think he is a coward.
   C. They no longer want to be his friend.
   D. They are impressed with his bravery.
   E. They are unsure how to treat him.

10. What might be the “peace” that Vinny describes?
    A. bravery
    B. independence
    C. self-respect
    D. strength
    E. All of the above

Matching

*for The Ravine*

Choose the best description for each of the following characters.

A. Butchie  
B. Vinny  
C. Starlene  
D. Mo  
E. Joe-Boy

11. is afraid of nothing
12. is the first to draw a symbol on his or her body
13. disappears in the pond
14. was told not to go to the pond
15. harrasses the protagonist the most

Essay

*for The Ravine*

16. Consider the following passage.

   . . . His mother would kill him if she ever heard about where he’d come.
   After the boy drowned, or was taken by the goddess, or whatever happened to him, she said never to come to this pond again. Ever. It was off-limits. Permanently.
   But not his dad. He said, ”You fall off a horse, you get back on, right? Or else you going be scared of it all your life.”

   Analyze Vinny’s father’s statement and how it applies to Vinny's experiences. In a short essay, explain this statement and determine if Vinny’s father would agree or disagree with his son’s actions at the pond. Use logical reasoning and examples from the text to support your response.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

_for The Vision Quest_

_____ 1. The young man feels that the only thing missing from his life is a
   A. job.
   B. goal.
   C. vision.
   D. wife.
   E. dream.

_____ 2. The voices in the mist tell the young man that
   A. he is bothering them.
   B. he must wait another day.
   C. he must try again later.
   D. he is not a good person.
   E. he should obey his uncles.

_____ 3. What does the young man do to anger the voice on the last day?
   A. He gives up and leaves early.
   B. He doesn’t obey his uncles.
   C. He destroys the land.
   D. He yells back at the voice.
   E. He eats forbidden food.

_____ 4. What happens when the boy angers the voice on the last day?
   A. A giant boulder frightens him from the area.
   B. The trees attack him with their branches.
   C. The voice apologizes and gives him wisdom.
   D. The voice finally respects the young man.
   E. The air fights the young man and he can’t breathe.

_____ 5. Which of the following best describes an ideal candidate for a vision?
   A. a smart person
   B. a quiet person
   C. a strong person
   D. a brave person
   E. a humble person
6. The voice in this story is intended to represent
   A. the young man’s imagination.
   B. the elders of the tribe.
   C. the animals of the forest.
   D. the spirits of the mountain.
   E. small children from the area.

7. The medicine men respond to the young man’s story by
   A. giving him one of their visions.
   B. interpreting his experience.
   C. offering sympathy and encouragement.
   D. regretting the wasted effort.
   E. reprimanding him for his behavior.

8. Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following words best describes the tone of “The Vision Quest”?
   A. indifferent
   B. serious
   C. light-hearted
   D. somber
   E. humorous

9. What purpose is served when the young man is chased by the boulder?
   A. it makes him humble
   B. it destroys the forest and he is blamed
   C. it makes him braver
   D. it tests his courage and strength
   E. it tests his dedication

10. With whom or what is the young man in this story really struggling?
    A. the voice
    B. the boulder
    C. the medicine men
    D. himself
    E. his uncles
Matching

for The Vision Quest

Choose the best description for each of the following.

A. the young man
B. the uncles
C. the medicine men
D. the voice
E. the boulder

_____ 11. determined to succeed
_____ 12. disrupted by the vision quest
_____ 13. help prepare for the vision quest
_____ 14. have great wisdom
_____ 15. disrupts the vision pit

Essay

for The Vision Quest

16. Compare and contrast the young man who leaves for his vision quest with the young man who returns. Are there differences between the two? What does this comparison reveal about the nature of the vision quest? Support your response with details from the selection.
The Sniper, page 165

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Sniper

_____ 1. How does the sniper know that the old woman is an enemy informer?
   A. He recognizes her.
   B. The enemy car stops for her.
   C. She is out too late at night.
   D. She wears a tattered shawl.
   E. She points to his location.

_____ 2. After his enemy dies, the sniper feels
   A. strangely excited and ready for more.
   B. confused because he doesn’t know who he has killed.
   C. angry because he thinks he should have killed him sooner.
   D. remorseful and tired of the war.
   E. proud to be serving the cause.

_____ 3. What happens as soon as the sniper strikes a match to light his cigarette?
   A. he is shot in the arm
   B. the cigarette explodes
   C. the other sniper shoots
   D. the informant shrieks
   E. the enemy car arrives

_____ 4. Why can’t the sniper use his rifle?
   A. it falls off the roof
   B. he runs out of ammunition
   C. he can’t lift it with his arm
   D. it is damaged during the last fight
   E. it is no longer within his reach

_____ 5. What does the sniper’s reaction to being shot suggest about him?
   A. He is on the verge of a breakdown.
   B. He is overly cautious.
   C. He is not used to seeing wounds.
   D. He is unconcerned with injuries.
   E. He is calm and collected.
6. What motivates the sniper to discover the identity of the fallen enemy sniper?
   A. anger
   B. curiosity
   C. pride
   D. concern
   E. regret

7. Suspense is a feeling of expectation, anxiousness, or curiosity created by questions raised in the mind of a reader or a viewer. How does O’Flaherty develop suspense in this story?
   A. He puts the sniper in a non-threatening situation.
   B. He shows that the sniper is very comfortable in his surroundings.
   C. He describes the sniper’s actions and the situation the sniper must escape.
   D. He describes the sniper’s history, which makes the reader care more about him.
   E. None of the above

8. Irony is the difference between appearance and reality—in other words, what seems to be and what really is. What is ironic about the ending of this story?
   A. If the sniper had not lost his rifle over the edge of the roof, he would not have had to use his revolver.
   B. If the sniper had tried to communicate with the enemy, he might not have been shot.
   C. If the sniper had not decided to smoke a cigarette, no one would be dead.
   D. If the sniper had not killed his brother, his brother probably would have killed him.
   E. If the sniper had not joined the Republicans, he could have avoided the war completely.

Read the following passage. Then answer the question(s) below.

In the street beneath all was still. The armored car had retired speedily over the bridge, with the machinegunner’s head hanging lifelessly over the turret. The woman’s corpse lay still in the gutter.

   The sniper lay still for a long time nursing his wounded arm and planning escape. Morning must not find him wounded on the roof. The enemy on the opposite roof covered his escape. He must kill that enemy and he could not use his rifle. He had only a revolver to do it. Then he thought of a plan.

9. What image in this passage does not help create a mood of tension and suspense?
   A. the dead woman in the gutter
   B. the armored car leaving the area
   C. the enemy sniper covering the escape
   D. the fear of morning
   E. the inability to use a rifle
10. What main purpose does the image of the corpse serve in this passage?
   A. It reminds readers of the sniper’s previous successes.
   B. It shows that the people in the armored car cared very little for the woman.
   C. It reminds the reader that death is a possibility for the sniper.
   D. It warns the reader of the dangers of becoming an enemy informant.
   E. None of the above

Matching

for The Sniper

Match the event with the order in which it occurred.

   A. 1st
   B. 2nd
   C. 3rd
   D. 4th
   E. 5th

11. The armored car arrives.
12. The sniper realizes who is enemy is.
13. The sniper watches his enemy fall to his death.
14. The sniper eats his sandwich.
15. The sniper is shot.

Essay

for The Sniper

16. What can you learn about war from this story that you might not learn from standard news sources? What is unusual about the sniper, especially because he is such a young man? What effects do the events of this story have on him? What message does this story contain about the effects of war on everyone involved?
   Write a paragraph on the definition of war, using the above questions to focus your writing. Use evidence from the story to support your response.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Rules of the Game/The Rules of Chess

1. What does Waverly do to get her brothers to let her play chess?
   A. She makes a bet, saying the loser will do the winner’s chores.
   B. She lets them use her lifesavers in place of the missing pieces.
   C. She complains to their mother, who forces the boys to let her play.
   D. She threatens to tell on them and they reluctantly allow her to play.
   E. She bribes them by giving them her remaining holiday candy.

2. How does Mrs. Jong react in public to the Christmas gift of a used chess game, and what is her real opinion that she later expresses at home?
   A. She politely thanks the crowd but is actually very pleased and later can hardly control her excitement.
   B. Her face falls in “undisguised disappointment” and she later tries to throw the game away at home.
   C. She thanks the crowd graciously but later expresses irritation that someone would give her family a used game.
   D. She claims that the family has no need for the used game, but later acknowledges that it was a good gift.
   E. She shows little interest in the gift in public, but later she secretly admires the quality of the game.

3. What lesson does Waverly learn about wanting something?
   A. It never hurts to ask for something you want.
   B. You can’t help wanting what you don’t have.
   C. It is wrong to want what you don’t have.
   D. Never reveal what you really want.
   E. Parents want what’s best for their children.

4. How does Waverly’s mother show that she values her daughter’s skill as a chess player?
   A. Waverly’s mother teaches herself how to play.
   B. Waverly is allowed to do whatever she wants.
   C. Waverly is sent to camps that specialize in chess playing.
   D. Waverly gets her own room and doesn’t have to do chores.
   E. Waverly’s mother calls her relatives in China to tell them about it.
5. What is one thing that Waverly gives up in order to play chess?
   A. playing with friends
   B. playing in tournaments
   C. her culture
   D. her language
   E. playing sports

   A. king
   B. queen
   C. knight
   D. bishop
   E. pawn

7. Based on Mrs. Jong’s lessons and comments throughout the story, what seems to be the main reason she is so proud of her daughter?
   A. Waverly appeared on the cover of Life magazine.
   B. Waverly has become successful in America using American rules.
   C. Waverly has received recognition in the Chinese community.
   D. Waverly’s success has rubbed off on Mrs. Jong’s own skills.
   E. Waverly continues to be an obedient and thoughtful daughter.

8. Who teaches Waverly the most about life and chess?
   A. Lau Po
   B. herself
   C. her brothers
   D. her mother
   E. her father

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Read the following passage. Then answer the question(s) below.

“This American rules,” she concluded at last. “Every time people come out from foreign country, must know rules. You not know, judge say, Too bad, go back. They not telling you why so you can use their way go forward. They say, Don’t know why, you find out yourself. But they knowing all the time. Better you take it, find out why yourself.” She tossed her head back with a satisfied smile.

9. In this passage, what is Mrs. Jong’s purpose?
   A. She wants her children to relax and play chess while they can.
   B. She wants to encourage her children to ignore rules.
   C. She wants her children to explain the rules to her.
   D. She wants to frighten her children into studying harder.
   E. She wants to teach her children about the world.
10. Which of the following statements could be deduced, based on the information in this passage?
   A. Mrs. Jong believes that American rules are superior to Chinese rules and customs.
   B. Mrs. Jong has been sent to jail before, based on a misunderstanding.
   C. Mrs. Jong has had unhelpful experiences with American authorities.
   D. Mrs. Jong resents the fact that Chinese immigrants don’t learn the rules of their new country.
   E. Mrs. Jong does not want her children to adapt to America.

Matching

for Rules of the Game

Choose the best description for each of the following characters.

A. Vincent Jong          C. Waverly Jong
B. Lau Po                D. Mrs. Jong

11. received a chess set for Christmas
12. was a national chess champion
13. taught the protagonist the names of chess moves
14. initially doesn’t like chess

Essay

for Rules of the Game

15. A symbol is anything in a literary work that represents both itself and something else. What symbols can you find in “Rules of the Game”? Choose one symbol to investigate. What two things does the symbol represent? How do you know?

   Write an essay analyzing one symbol in “Rules of the Game.” Explain what two things the symbol represents. Use details from the selection to support your conclusions.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Man to Send Rain Clouds/Without Title

1. What does Leon ask the dead man to do?
   A. rest in peace
   B. send rain clouds
   C. greet the ancestors
   D. return to earth
   E. deliver a message

2. How does Leon address the dead man?
   A. Old Man
   B. Father
   C. Grandfather
   D. Spirit
   E. Ancestor

3. Which word best completes the following sentence?
   There was always a feeling of ___________ in the cloister.
   A. chaos
   B. doom
   C. excitement
   D. safety
   E. competition

4. Which of the following is the best definition for pueblo in the phrase “her family was well known in the pueblo”?
   A. church
   B. village
   C. organization
   D. school
   E. area

5. Which of the following words best describes the mood, or atmosphere, of the Literature Connection, “Without Title”?
   A. playful
   B. angry
   C. nervous
   D. mournful
   E. scared
6. What appears to be the author’s purpose, or goal, in “The Man to Send Rain Clouds”?
   A. to persuade
   B. to explain
   C. to describe
   D. to tell a story
   E. to inform

7. Which of the following statements best describes the theme, or central message, of “The Man to Send Rain Clouds”?
   A. It is best to listen to the beliefs of others and not share your own.
   B. Popularity can cause ruin and despair in one’s life.
   C. Setting aside personal convictions or beliefs is wrong.
   D. The most important thing in life is to connect with others.
   E. Sometimes discoveries are made that can make you doubt your beliefs.

8. What reason does Louise give for wanting the priest to sprinkle holy water over the body?
   A. Teofilo might be thirsty.
   B. It will be good for the ground.
   C. Teofilo wanted a Christian burial.
   D. It will be a nice addition to the burial.
   E. It will save Teofilo’s soul.

Read the following passage. Then answer the question(s) below.

Before they wrapped the old man, Leon took a piece of string out of his pocket and tied a small gray feather in the old man’s long white hair. Ken gave him the paint. Across the brown wrinkled forehead he drew a streak of white and along the high cheekbones he drew a strip of blue paint. He paused and watched Ken throw pinches of corn meal and pollen into the wind that fluttered the small gray feather. Then Leon painted with yellow under the old man’s broad nose, and finally, when he had painted green across the chin, he smiled.

“Send us rain clouds, Grandfather.” They laid the bundle in the back of the pickup and covered it with a heavy tarp before they started back to the pueblo.

9. In this passage, why might the elderly man, according to the beliefs of Ken and Leon, now be in a position to influence the rainfall?
   A. he will become the rain
   B. he will be strong again
   C. he will become the earth
   D. he will become a spirit
   E. he will become a cloud

10. What, then, do Ken and Leon probably believe about the afterlife?
    A. Spirits control the weather.
    B. The dead return in different bodies.
    C. Ghosts don’t interfere with the living.
    D. Dead people become the ground.
    E. There is no afterlife.
Matching

_for The Man to Send Rain Clouds_

Choose the best description for each of the following.

A. grey feather D. Last Rites
B. blue paint E. red blanket
C. corn meal

11. used to cover Teofilo
12. necessary for a Christian burial
13. tied in Teofilo’s hair
14. spread over the wind
15. spread on Teofilo’s face

Essay

_for The Man to Send Rain Clouds_

16. The main way cultural differences are addressed in “The Man to Send Rain Clouds” is through customs regarding death and burial. What are some of the symbolic elements used in a traditional Pueblo Indian burial? What symbolic elements are used in a Christian burial? Record some of the differences between the Christian traditions and the Pueblo Indian traditions mentioned in the story.

Write an essay about the different burial rituals of the two cultures. How does each culture view the traditions of the other, and how does this affect their relationship?
Aha Moment, page 207

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Aha Moment

_____ 1. The plane in this story is apparently hit by
   A. a meteor.
   B. lightning.
   C. a car.
   D. another plane.
   E. a bird.

_____ 2. Where is Alvarez when the plane initially jolts?
   A. at the terminal
   B. in her seat
   C. getting her luggage
   D. in the bathroom
   E. at the movies

_____ 3. Where does Alvarez get her strength to make it through the ordeal?
   A. from the kindness of others
   B. from inside herself
   C. from her trust in the pilot
   D. from her own beliefs
   E. from a phone call

_____ 4. Which of the following words best completes the sentence?
   He spoke __________, almost with a drawl.
   A. slowly
   B. loudly
   C. quickly
   D. intelligently
   E. poorly

_____ 5. According to the story’s sequence of events, what happens after Alvarez
   is put on a new flight for home?
   A. The flight attendants describe the emergency procedures.
   B. People pass a cell phone around to call home.
   C. She decides to surprise her husband by coming home a few days early.
   D. She comforts her seatmate and listens to the rest of the passengers.
   E. She looks up to watch passing airplanes and remember that day.
6. One can assume that the passengers on the plane
   A. will never fly again.
   B. will stay in touch.
   C. will try to forget the ordeal.
   D. will remember the experience.
   E. will complain to the media.

7. A writer’s purpose is his or her aim, or goal. Which of the following best describes Alvarez’s purpose for writing “Aha Moment”?
   A. to convince people to accept a position
   B. to express thoughts or ideas
   C. to portray a place or object
   D. to portray a person
   E. to inform or explain

8. The woman who sat across the aisle from Alvarez could best be described as
   A. afraid.
   B. strong.
   C. pretty.
   D. cautious.
   E. uncaring.

Read the following passage. Then answer the question(s) below.

“I tell you,” she confided. “the problems I brought up on this plane with me sure don’t seem real big right now.” I loved her southern drawl, her indiscriminate use of perfume, her soulful squeezes. I was sure that even if I survived a plane crash, I’d have a couple of broken fingers from all the T.L.C. “Are you okay?” she kept asking me.

Among the many feelings going through my head during those excruciating 20 minutes was pride—pride in how well everybody was behaving. No one panicked. No one screamed. As we jolted and screeched our way downward, I could hear small pockets of soothing conversation everywhere.

9. Which of the words below best describes Alvarez’s diction in this passage?
   A. modern
   B. formal
   C. old-fashioned
   D. simple
   E. complex

10. What is the theme, or central idea, of this passage?
    A. People can easily ignore the true dangers of life.
    B. It is much easier to be selfless when you are aware of the outcome.
    C. People come together during uncertain times.
    D. People do not know when enough is enough.
    E. Life is full of surprises and strange occurrences.
Matching

for Aha Moment

Choose the best definition for each of the following words.

A. excruciating       C. stricken
B. terra firma         D. lament

_____  11. plagued by fear, disease, or misfortune
_____  12. express sadness or regret
_____  13. very painful
_____  14. solid ground

Essay

for Aha Moment

15. A theme is a central message or perception about life that is revealed through a literary work. Themes may be stated or implied. A stated theme is presented directly, whereas a reader must infer an implied theme. In a paragraph, identify the theme (or themes) within the essay. Argue whether the theme is stated or implied. Support your response with logical reasoning and examples from the selection.
Lesson Test

Multiple Choice

*Identify the choice that best completes the statement or answers the question.*

**for The Teacher Who Changed My Life**

_____  1. Where are Nicholas Gage and his family from?
   A. Greece  
   B. France 
   C. Germany 
   D. Russia 
   E. Japan

_____  2. Which of the following phrases best completes the sentence?
   Her actions mortified me, so I _____________.
   A. laughed at her 
   B. hid my face 
   C. invited her to come 
   D. knew I was in love 
   E. thanked her

_____  3. Which of the following words is an antonym for *formidable* in the sentence “The guard standing at the gate was a formidable enemy”?
   A. dreadful 
   B. awesome 
   C. silent 
   D. flexible 
   E. trivial

_____  4. According to the World History Connection, the American government feared
   A. Communism. 
   B. the Greek Army. 
   C. the Soviet Union. 
   D. Britain. 
   E. All of the above

_____  5. The author would probably describe Miss Hurd as all of the following *except*
   A. clever. 
   B. sweet. 
   C. strong. 
   D. demanding. 
   E. caring.
6. Which of the following best summarizes the relationship that Nicholas had with his father?
   A. Nicholas originally distrusted his father, but grew to tolerate him.
   B. Nicholas partially blamed his father for his mother’s death, but grew to love and respect him.
   C. Nicholas worshipped his father, but soon grew to realize that his father was just a regular man.
   D. Nicholas worried about his father, but his father always came through for him.
   E. Nicholas and his father were fast friends, but they grew apart as Nicholas became famous.

7. Why were Miss Hurd’s story selections important to the writer?
   A. They provided a way for him to escape his problems.
   B. He enjoyed reading about heroes and villains.
   C. Greek mythology reminded him of home.
   D. He related to underdogs and other immigrants.
   E. They focused on the positive aspects of life.

8. By the time Nicholas Gage wrote this essay, he probably realized that his initial impression of Miss Hurd was
   A. completely accurate.
   B. skewed.
   C. unimportant.
   D. unflattering.
   E. None of the above

9. Why did Miss Hurd tell Nicholas to write about what happened to his family?
   A. She did not like refugees.
   B. She knew he would fail.
   C. She did not realize what he had gone through.
   D. She trusted that he would do well.
   E. She wanted to enter him in a contest.

10. The essay indicates that mentors are
    A. not the most honest people.
    B. difficult to find.
    C. not what they appear.
    D. a burden for most people.
    E. important for young people.
Matching

for The Teacher Who Changed My Life

Choose the best description for each of the following.

A. Nicholas’s father D. Nicholas
B. Eleni E. guerrillas
C. Miss Hurd F. classmates

____ 11. took over the family home
____ 12. kept a photo for over twenty years
____ 13. had no patience for laziness
____ 14. reacted to the family story with sympathy and tact
____ 15. was executed in Greece
____ 16. discovered the power of the written word

Essay

for The Teacher Who Changed My Life

17. Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. In a paragraph, identify the tone of the essay and determine if it changes during the course of the selection. Support your response with evidence from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Swimming to Antarctica

1. Where is Lynne Cox at the start of the autobiography excerpt?
   A. at home
   B. in the Bering Sea
   C. on vacation
   D. in swimming class
   E. in the English Channel

2. What feeling takes control of Lynne in the prologue of the autobiography?
   A. fear
   B. pride
   C. boredom
   D. excitement
   E. anger

3. Who volunteers to stay out in the pool with Lynne instead of going inside for calisthenics?
   A. Coach Muritt
   B. the McQuade brothers
   C. three Harvard swimmers
   D. Mrs. Milligan
   E. Pat Omiak

4. Which of the following phrases best completes the sentence? The car was deteriorating so the driver _______________.
   A. won an award
   B. bought it
   C. replaced it
   D. was happy with it
   E. ate it

5. Which of the following characteristics helps Lynne swim in frigid waters?
   A. caution
   B. knowledge of how her body works
   C. determination
   D. hope
   E. All of the above
6. Which of the following is a theme or central message of the second part of the selection?
   A. New experiences are very valuable.
   B. It is better to accept what you are given.
   C. Nature is wild and dangerous.
   D. You need to count on your friends.
   E. Hope is essential for a healthy and happy life.

7. With which of the following statements would the author of the selection most agree?
   A. It’s best to be noticed than to be ignored.
   B. The world is a scary place to be.
   C. Follow the crowd.
   D. Trust your body to tell you what’s wrong.
   E. It is possible to change the world.

8. Which word best describes Lynne Cox’s relationship with Coach Muritt?
   A. respectful
   B. inconsiderate
   C. friendly
   D. nonexistent
   E. hostile

9. The prologue of the autobiography indicates that
   A. good friends are hard to find.
   B. risks should be taken for the greater good.
   C. people do not deserve second chances.
   D. no one is greater than the sea.
   E. fear can destroy even the most perfect intentions.

Read the following passage. Then answer the question(s) below.

Like Omiak, [Dr. Keatinge] has never ventured into these waters. But he recommends going straight ahead. I follow them. They are making abrupt turns to the right and left. I am frustrated. Each moment we spend off course diminishes our chances of making it across. It hits me that we are lost somewhere in the middle of the Bering Sea. But I keep swimming and I keep thinking, Please, God, please let the Soviet boats find us. I strain to see them through the fog, listen for high-pitched engine sounds in the water, feel for vibrations, and continue praying. When I turn my head to breathe I notice that the boats are drifting away from me. I shout at the top of my lungs, “Move closer! Move closer!” They have no idea how frightened I am. They don’t know what’s happened before. I don’t know how long I can last.

10. The setting of a literary work is the time and place in which it occurs, together with all the details used to create a sense of location. One way that Cox establishes the setting of this passage is
   A. discussing the thoughts of others.
   B. describing the boats, fog, and what she hears.
   C. describing her fears and concerns.
   D. describing the actions of her team.
   E. including the words she calls out to her team.
Matching

_for Swimming to Antarctica_

_Match the event with the order in which it occurred._

A. 1st              E. 5th
B. 2nd              F. 6th
C. 3rd              G. 7th
D. 4th

____ 11. Lynne flips through the National Geographic atlas
____ 12. the swimmers ask the coach if they can get out of the pool
____ 13. the swimmers are allowed inside to do calisthenics
____ 14. it begins to hail
____ 15. Lynne does laps by herself
____ 16. the coach tells them to get back in the water
____ 17. Ms. Milligan tells Lynne she’ll swim the English Channel

Essay

_for Swimming to Antarctica_

18. Read the following passage from the selection.

For the last forty-two years we’ve been engaged in a Cold War with the Soviets. Somehow it has to be stopped. I believe that this swim will create a thaw in the Cold War. I cannot fail.

In a paragraph or two, explain what Cox thought her swim between Little Diomede and Big Diomede Island might be able to accomplish. Why is the swim between these two locations significant? Explain how the two countries involved could benefit from her success and how her failure might affect their relationship. Use logical reasoning and details from the text to support your opinion.
Becoming a Composer, page 232

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

**for Becoming a Composer**

1. As a child, what unusual pastime did Hikari enjoy?
   - A. reading the dictionary
   - B. listening to classical music
   - C. painting family portraits
   - D. singing opera
   - E. folk and line dancing

2. What characteristic is common to both autism and genius?
   - A. sensitivity to sound
   - B. inborn absolute pitch
   - C. restricted and intense interests
   - D. fear of strangers and animals
   - E. above-average math skills

3. Which music did Hikari prefer?
   - A. atonal music
   - B. traditional Japanese music
   - C. classic rock and roll
   - D. opera music
   - E. Western classical music

4. What did Hikari and Mozart have in common?
   - A. They both had absolute pitch.
   - B. They both were skilled at exploiting language.
   - C. They both could play the piano with one hand.
   - D. They both enjoyed transcribing music.
   - E. They both were good at impersonations.

5. Why did the piano lessons became frustrating for both Hikari and his mother?
   - A. He no longer wanted to play piano.
   - B. He was no longer able to improve.
   - C. She thought it was a waste of money.
   - D. He thought she was a bad teacher.
   - E. She did not like his music choices.
6. Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following words best describes the overall tone of the biography?
   A. critical
   B. sarcastic
   C. wistful
   D. playful
   E. sincere

7. Based on what Hikari accomplished, what would Kenzaburo or Yukari Oe have to say about general expectations of the disabled?
   A. Expectations of people with disabilities are too low.
   B. Expectations of people with disabilities are accurate.
   C. It is best to expect the worst and be happily surprised.
   D. Expectations should vary depending on the person.
   E. Only parents know what is best for children with disabilities.

8. This selection emphasizes the importance of
   A. dedication.
   B. personal beliefs.
   C. knowledge.
   D. laws.
   E. literacy.

Read the following passage. Then answer the question(s) below.

His mother thought so too. “He was always listening to classical music, and he could remember whatever he heard. He knew many more pieces than I did, so I always assumed that he was writing down things I just didn’t happen to know.” She said in a television interview that although Hikari would write “This Is My Song” on his music manuscripts, she told Ms. Tamura that he must just be transcribing things he’d heard. But the day came when his teacher saw four measures she was absolutely certain were his and no one else’s. As she put it, in the same television interview, “I yelled out, ‘Mrs. Oe, Hikari’s composing!’ I’m embarrassed to say this, but it reminded me of Annie Sullivan and Helen Keller and the water breakthrough. It was an emotional moment. I couldn’t stop crying.”

9. As described in this passage, why was everyone so excited that Hikari was composing music?
   A. It showed that he could finally understand and communicate.
   B. Since Hikari had reached this goal, he no longer needed lessons.
   C. His teacher would receive a bonus because he learned a new skill.
   D. Hikari originally refused to compose, even though everyone encouraged it.
   E. They didn’t think that Hikari could actually write a song of his own.
10. Why might Ms. Tamura compare the moment described in this passage to when Anne Sullivan was able to teach a deaf, mute, and blind Helen Keller the word “water”?
   A. Because she was able to get Hikari to say the words “This Is My Song.”
   B. Both were moments when what was thought of as impossible became possible.
   C. Ms. Tamura greatly respected Anne Sullivan and the work she had done with Helen Keller.
   D. There is no connection, so Ms. Tamura must have been confused.
   E. Because she was finally was able to understand and communicate with Hikari.

Matching

For Becoming a Composer

Select the order in which the following events occurred.

A. 1st
B. 2nd
C. 3rd
D. 4th
E. 5th

11. Yukari began teaching Hikari how to play the piano
12. Hikari greeted Ms. Tamura at the door with an alarm clock
13. Hikari became frustrated with piano lessons
14. Yukari would play music to keep Hikari busy
15. Hikari began composing music

Essay

For Becoming a Composer

16. What is Lindsley Cameron’s main purpose in writing this biography? What are her main points? What does she want the reader to learn? Write an essay summarizing the selection “Becoming a Composer,” using these questions to focus your writing. Support your response with details from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Us and Them

_____  1. When the Tomkeys come to the door, the narrator’s mother expects him and his sisters to
   A. make small talk with them.
   B. spy on them through the window.
   C. make friends with the Tomkey kids.
   D. share their candy with the Tomkey kids.
   E. show them the television.

_____  2. Which of the following words is an synonym for the word mutilate in the sentence “His hand was mutilated in the accident”?
   A. spared
   B. blamed
   C. raised
   D. held
   E. damaged

_____  3. The narrator seems to believe that
   A. society learns its values from television.
   B. the Tomkeys are unintelligent.
   C. everyone agrees with his views.
   D. he fits into society.
   E. All of the above

_____  4. What is ironic about what the narrator’s parents do after they discuss their opinions of television?
   A. They had decided to throw their television away, but then they change their minds.
   B. They call their neighbors and complain about the Tomkeys.
   C. They vow never to watch television again.
   D. They immediately sit down and watch television.
   E. They keep their television for the next thirty years.
5. What do the Tomkeys leave for Halloween candy and how do the narrator and his sisters feel about it?
   A. The Tomkeys leave games—the narrator and his sisters are excited.
   B. The Tomkeys leave brand-name candy—the narrator and his sisters are happy.
   C. The Tomkeys don’t leave anything—the narrator and his sisters are disappointed.
   D. The Tomkeys leave gumdrops—the narrator and his sisters are offended.
   E. The Tomkeys leave apples—the narrator and his sisters are angry.

6. Which of the following characters is the most considerate to the Tomkeys?
   A. the narrator
   B. the narrator’s mother
   C. the narrator’s father
   D. the narrator’s sisters
   E. the narrator’s teacher

7. Why does the narrator feel he has to hate the Tomkeys?
   A. They do not understand how society works.
   B. He is afraid of making friends and then having to say goodbye.
   C. His mother is nicer to them than she is to him.
   D. He needs someone to blame for his own actions.
   E. They stole his candy from his room.

8. At the end of the story, watching television helps the narrator avoid
   A. thinking about his actions.
   B. feeling his headache.
   C. doing his homework.
   D. talking to his family.
   E. cleaning the chocolate from his bed.

Read the following passage. Then answer the question(s) on the next page.

Because they had no TV, the Tomkeys were forced to talk during dinner. They had no idea how puny their lives were, and so they were not ashamed that a camera would have found them uninteresting. They did not know what attractive was or what dinner was supposed to look like or even what time people were supposed to eat. Sometimes they wouldn’t sit down until eight o’clock, long after everyone else had finished doing the dishes. During the meal, Mr. Tomkey would occasionally pound the table and point at his children with a fork, but the moment he finished, everyone would start laughing. I got the idea that he was imitating someone else, and wondered if he spied on us while we were eating.
9. Which of the cause-and-effect relationships below best describes the one in this passage?
   A. Since the narrator's family is so busy, they spend quality time together during dinner.
   B. Because the Tomkeys have no television, the family must entertain themselves during dinner.
   C. Because they have no television, the Tomkeys know that the narrator is spying on them.
   D. Since the narrator worries about the Tomkeys, he invites himself over for dinner.
   E. The Tomkeys eat dinner at different times in the evening, that way they can watch their favorite programs.

10. What does this passage imply about the narrator's own father?
    A. He is not as demanding as Mr. Tomkey.
    B. He usually cooks dinner and cleans the dishes.
    C. He uses a spoon when he talks.
    D. He is just as funny as Mr. Tomkey during dinner.
    E. He has yelled at his children during dinner.

Matching

for Us and Them

Choose the best description for each of the following characters.

A. the narrator  D. the Tomkey family
B. the narrator's mother  E. the Tomkey children
C. the narrator's teacher  F. the narrator's mother's friend

11. bought a boat
12. brought over a bowl of okra
13. wore ballerina and rodent costumes
14. might be allergic to chocolate
15. impersonated a robot
16. found candy for the trick-or-treaters

Essay

for Us and Them

17. Are the Sedaris and Tomkey families really as different as the narrator thinks they are? What does this essay suggest about how and why people judge or categorize others? What does it say about television? Are these two ideas related in any way? If so, how? Write a paragraph that answers these questions, using details from the selection to support your response.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Obligation to Endure/When It Comes to Pesticides, Birds Are Sitting Ducks

_____ 1. What does the narrator say that we “urgently need”?
   A. to create more environmentally-friendly chemicals
   B. to produce more crops so we can stop using insecticides
   C. to wait and see if nature recovers from our chemicals
   D. to destroy disease-carrying insects
   E. to end false assurances regarding chemical use

_____ 2. According to the Informational Text Connection on organochlorines and their effect on the bird population, what is the most dangerous trait of organochlorines?
   A. their persistence
   B. their strength
   C. their speed
   D. their thickness
   E. their color

_____ 3. According to the Informational Text Connection, although the United States banned DDT, the chemical continued to harm bird populations because
   A. farmers refused to accept the ban and used it anyway.
   B. the bird’s prey still found ways to obtain the chemical.
   C. people blamed birds for the banning of the chemical.
   D. it was still produced and sold to other countries.
   E. All of the above

_____ 4. Which of the following words is a synonym for the word prudent in the sentence “He was being prudent when he only invited our close friends to the party”?
   A. rude
   B. instructed
   C. careful
   D. honest
   E. silly
5. What two elements does Carson describe as “changing the very nature of the world”?
   A. chemicals and radiation
   B. insects and non-native plants
   C. chemicals and insects
   D. industry and agriculture
   E. insects and pesticides

6. Which of the following may be a reason that the public is given “false assurances” regarding the dangers of chemical use?
   A. A lot of money has been spent developing these chemicals.
   B. Farmers rely on chemicals and would prefer not to discontinue using them.
   C. Our era is “dominated by industry” and no one wants challenge someone else’s right to make money.
   D. Many people want a “chemically sterile, insect-free world.”
   E. All of the above

7. What evidence supports the statement that the modern world has “no time” to balance the effects of environmental pollution?
   A. Some hope to someday alter the human germ plasm by design.
   B. Insects have evolved super races that are immune to initial chemicals.
   C. Insects that live on wheat thrive on farms devoted to producing wheat.
   D. The United States produces almost five hundred new chemicals a year.
   E. Elm trees are being destroyed by a disease-carrying beetle.

8. Which of the following is the most accurate thesis statement for this essay?
   A. Humans are contaminating our own environment with chemicals.
   B. It is possible that chemicals are more harmful than helpful.
   C. The environment needs more time to heal from chemical use.
   D. Our future will be free of both disease and insects.
   E. Chemical producers are trying to take over the world.

Read the following passage. Then answer the question(s) on the next page.

These invasions, both the naturally occurring and those dependent on human assistance, are likely to continue indefinitely. Quarantine and massive chemical campaigns are only extremely expensive ways of buying time. We are faced, according to Dr. Elton, “with a life-and-death need not just to find new technological means of suppressing this plant or that animal”; instead we need the basic knowledge of animal populations and their relations to their surroundings that will “promote an even balance and damp down the explosive power of outbreaks and new invasions.”

Much of the necessary knowledge is now available but we do not use it. We train ecologists in our universities and even employ them in our governmental agencies but we seldom take their advice. We allow the chemical death rain to fall as though there were no alternative, whereas in fact there are many, and our ingenuity could soon discover many more if given opportunity.
9. Why might society not be taking the advice of ecologists, as described in this passage?
   A. Their advice may seem too difficult to deal with.
   B. Most people don’t care about the environment.
   C. Government agencies don’t trust ecologists.
   D. Ecologists are not educated.
   E. None of the above

10. Which of the following sentences from this passage would qualify as a fact?
   A. “Quarantine and massive chemical campaigns are only extremely expensive ways of buying time.”
   B. “… we need the basic knowledge of animal populations and their relations to their surroundings…”
   C. “We train ecologists in our universities and even employ them in our governmental agencies…”
   D. “We allow the chemical death rain to fall as though there were no alternative…”
   E. “… there are many [alternatives], and our ingenuity could soon discover many more if given opportunity.”

Matching

for The Obligation to Endure

Choose the best description for each of the following.

A. rocks  D. Strontium 90
B. insects  E. chemicals
C. elm trees  F. DDT

11. can carry disease

12. drifts to earth as fallout

13. controlled insects

14. give out dangerous radiation

15. hundreds are created yearly

16. suffered from lack of diversity

Essay

for The Obligation to Endure/When It Comes to Pesticides, Birds Are Sitting Ducks

17. “The obligation to endure gives us the right to know.” After reading Rachel Carson’s essay, what do you think this statement means to her? What does obligation mean? What does it mean to endure? What are our rights? What does Carson believe we need to know? In an essay, explore the significance of this statement, using information from the selection to support your response.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for I Have a Dream/Martin Luther King Jr.

1. Who is the “great American” who signed the Emancipation
   Proclamation that King mentions at the start of the selection?
   A. Martin Luther King Jr.
   B. Abraham Lincoln
   C. John F. Kennedy
   D. George Washington
   E. Malcom X

2. What does Martin Luther King Jr. want to “let ring”?
   A. bells
   B. mercy
   C. freedom
   D. voices
   E. justice

3. According to the Literature Connection, with what does the man go forth?
   A. gifts
   B. volcanoes
   C. ashes
   D. anger
   E. songs

4. Which of the following phrases best completes the sentence?
   He had temporarily lost his mobility, so we ____________.
   A. bragged about him to our friends
   B. spoke loudly in his presence
   C. thanked the doctors and nurses
   D. helped him around the house
   E. posted signs in the street

5. In this speech, the message that Martin Luther King Jr. delivers urges
   people to
   A. go home and wait for change.
   B. be satisfied with what they have.
   C. move out of segregated states.
   D. celebrate their victory.
   E. continue fighting for justice.
6. What is the reason that “those who hope that the Negro . . . will now be content, will have a rude awakening”?
   A. Civil Rights workers will expect to be treated better than others.
   B. Civil Rights workers will continue to demand equal rights.
   C. Civil Rights workers will not allow people to sleep at night.
   D. Civil Rights workers will be content with the smallest social change.
   E. Civil Rights workers will start to protest in the early morning.

7. What might the speaker of “Martin Luther King Jr.” mean by the line “He tried to heal the vivid volcanoes”?
   A. Martin Luther King Jr. ignored the small issues and attacked the biggest.
   B. Martin Luther King Jr. fought against racist people.
   C. Martin Luther King Jr. led by example.
   D. Martin Luther King Jr. attempted to solve a violent problem with peace.
   E. Martin Luther King Jr. was an amateur geologist.

8. Why might Martin Luther King Jr. have decided to open his speech with a reference to the Emancipation Proclamation?
   A. He wanted to provide a brief history lesson for the crowd.
   B. He wanted to caution his listeners not to be overly optimistic.
   C. He wanted to remind everyone of the historic event.
   D. He wanted to compare himself to Abraham Lincoln.
   E. He didn’t want to have to repeat himself.

9. The speech indicates that
   A. the suffering that Civil Rights workers face is worthwhile.
   B. the Civil Rights Movement will never be able to defeat injustice.
   C. white people are not trustworthy.
   D. Civil Rights workers deserve a break.
   E. All of the above

10. The speech emphasizes the importance of
    A. goals.
    B. beliefs.
    C. perseverance.
    D. hope.
    E. All of the above
Matching

for I Have a Dream

Choose the best definition for each of the following words.

A. creed  D. tribulation
B. redemptive  E. discord
C. wallow

_____ 11. misery or distress caused by oppression
_____ 12. set of fundamental beliefs
_____ 13. freeing from the consequences of sin
_____ 14. a combination of musical sounds that strikes the ear harshly
_____ 15. allow oneself to accept a state of helplessness

Essay

for I Have a Dream

16. What points does Martin Luther King, Jr. want to emphasize in his speech? How does he use rhetorical devices, such as repetition of words and phrases, to make these points, and why is this repetition effective? How do the two aspects of his speech, the content and the form, reinforce each other? Write an essay discussing Martin Luther King, Jr.’s use of repetition in his speech, using these questions to guide your writing. Support your response with details from the speech.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Glory and Hope

_____ 1. What country is Nelson Mandela from?
   A. Ghana
   B. South Africa
   C. Côte d’Ivoire
   D. Rwanda
   E. Sudan

_____ 2. On what occasion was this speech given?
   A. Mandela’s birthday
   B. the country’s birthday
   C. Mandela’s inauguration
   D. Mandela’s release from prison
   E. the day Mandela retired

_____ 3. According to the World History Connection, apartheid is the policy of
   A. democratic elections.
   B. equal opportunities.
   C. racial profiling.
   D. international sanctions.
   E. racial segregation.

_____ 4. Which of the following words is a synonym for the word *spurn* in the sentence “They decided to spurn her in public”?
   A. reject
   B. greet
   C. tease
   D. sting
   E. burn

_____ 5. Mandela requests that the country and international community
   _________ the white minority and its leaders.
   A. penalize
   B. pity
   C. befriend
   D. forgive
   E. destroy
6. Read the following line from the speech. Then answer the question below.

“To my compatriots, I have no hesitation in saying that each one of us is as intimately attached to the soil of this beautiful country as are the famous jacaranda trees of Pretoria and the mimosa trees of the bushveld.”

What purpose might mentioning specific trees and locations serve?
A. to remind the country of its commitment to farming
B. to honor those locations over others
C. to reinforce the idea of separation between the country and the international community
D. to reinforce the connection between the citizens and the land
E. to remind people of happier times

7. Mandela’s speech indicates that
A. forgiveness is the key to creating a just society.
B. fighting your enemies should take precedence over personal goals.
C. being right is not always the most important thing in life.
D. the world ignores those who don’t get along.
E. All of the above

8. In his speech, Mandela emphasizes the importance of
A. being religious.
B. fighting poverty.
C. working together.
D. ignoring despair.
E. an education.

Read the following passage. Then answer the question(s) below.

We thank all our distinguished international guests for having come to take possession with the people of our country of what is, after all, a common victory for justice, for peace, for human dignity.

We trust that you will continue to stand by us as we tackle the challenges of building peace, prosperity, nonsexism, nonracialism and democracy.

We deeply appreciate the role that the masses of our people and their democratic, religious, women, youth, business, traditional and other leaders have played to bring about this conclusion. Not least among them is my Second Deputy President, the Honorable F. W. de Klerk.

9. In this passage, Mandela addresses his international guests. What is most likely the purpose of this address?
A. to assure them that his country no longer needs their help
B. to request that they continue their support
C. to welcome them to their new home
D. to request that they punish South Africa’s enemies
E. All of the above
10. In this passage, Mandela specifically thanks F. W. de Klerk. Why is this significant?
A. F. W. de Klerk provided the most support for the end of apartheid.
B. F. W. de Klerk started the fight against apartheid.
C. F. W. de Klerk was Nelson Mandela’s greatest enemy.
D. F. W. de Klerk was a leading member of Mandela’s opposition.
E. F. W. de Klerk was forced to attend the speech.

Matching

for Glory and Hope

Choose the best description for each of the following.

A. Mandela’s election  D. minority rule
B. international sanctions  E. apartheid
C. olympics

11. the country could not participate in this
12. practiced by the government from 1948 to 1991
13. a nation governed by a group that is outnumbered by another
14. created financial hardships for the country
15. transition to a non-racial democracy was marked by this event

Essay

for Glory and Hope

16. Many would describe Nelson Mandela’s “Glory and Hope” as a persuasive speech. In a paragraph, explain how Mandela approaches his audience and what methods he uses to convince them to agree with his viewpoint. Support your response using details from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Trapped New Orleans Pets Still Being Rescued/Close Encounter of the Human Kind

_____ 1. Why were some animals left behind during the hurricane?
   A. Most hotels and shelters wouldn’t allow people to bring their pets.
   B. Most people forgot about their pets during the evacuation.
   C. Most pets ran away before the storm hit.
   D. People obviously don’t care about their family pets.
   E. All of the above

_____ 2. What do the workers leave behind for the roaming animals?
   A. live traps
   B. other rescuers
   C. food and water
   D. shelter and bedding
   E. All of the above

_____ 3. What is the definition of the word *diaspora* in the sentence “It’s become a small-scale version of the hurricane diaspora . . .”?
   A. a sound similar to a siren that produces a blast of two tones
   B. the movement or scattering of people away from an established homeland
   C. the length of a straight line through the center of an object
   D. a daily record of personal activities, reflections, or feelings
   E. something that allows free movement; a freely movable object

_____ 4. What does Abraham Verghese mean when he says he used to “steel himself” for night shifts in the intensive care unit?
   A. He would remind himself of past mistakes.
   B. He would put up an emotional barrier.
   C. He would treat people like subjects.
   D. He would go through his medical notes over and over.
   E. He would call his mother.
5. What appears to be the writers’ main purpose in writing “Trapped New Orleans Pets Still Being Rescued”?
   A. to persuade readers to support local animal hospitals
   B. to acknowledge every individual that made each rescue possible and detail their hard work
   C. to provide evidence that shows the neglectful nature of pet owners during times of crisis
   D. to congratulate themselves on their role in rescuing trapped pets
   E. to describe the events that unfolded during the largest pet rescue operation in U.S. history

6. With which of the following statements would Abraham Verghese, author of “Close Encounters of the Human Kind,” most strongly agree?
   A. People are clueless when it comes to understanding their own medicines.
   B. Refugees are treated better than citizens in the intensive care unit.
   C. In order for an injury to heal, the pain must get worse.
   D. Showing care and compassion is the most important job of a doctor.
   E. It is best not to get too close to patients and their problems.

7. “Trapped New Orleans Pets Still Being Rescued” suggests that pets are
   A. important and should be provided for during an emergency.
   B. repeatedly neglected by their owners and should be better taken care of.
   C. not as important as a person’s privacy.
   D. worth caring for, since they provide years of enjoyment.
   E. owned by people who are kinder than most.

8. The news article and the Literature Connection both suggest that an important quality of caregiving is
   A. fearlessness.
   B. confidence.
   C. compassion.
   D. power.
   E. caution.

Read the following passage. Then answer the question(s) on the next page.

“They’re shaggy-looking, they’re suffering the same emotional loss that people are,” Mark Madary, a St. Bernard Parish councilman, says of the homeless pets he has helped to round up in the communities south of New Orleans that were swamped by Katrina’s 21-foot storm surge. “They’re scared. They want food. They want somebody to take care of them.

“Most of the dogs got loose because the flood destroyed front doors,” Madary says. “They’re coming up to [rescuers’] vehicles. You’d think they’d go for water first, but they go for food. They’re starving.”
9. Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following words best describes the overall tone of this passage?
   A. familiar
   B. ironic
   C. playful
   D. serious
   E. formal

10. Why might the writers have chosen to include the quote in this passage in their article?
   A. It acknowledges the role of the media in the tragedy.
   B. It contains only opinions and the writers were mainly interested in opinions.
   C. They wanted to show that the councilman is not equipped to deal with a problem of this size.
   D. The councilman is famous and people care about his opinions.
   E. It describes the animals with human emotions and appeals to the reader’s sense of compassion.

Matching

for Trapped New Orleans Pets Still Being Rescued

Choose the best description for each of the following.

A. prison inmates   D. the Humane Society
B. evacuated citizens  E. shelters
C. National Guardsmen   F. volunteer rescuers

11. urging Congress to pass a bill that would require federally funded emergency management agencies to include pet evacuation plans

12. cared for pets located in temporary housing on the premises

13. some wouldn’t allow pets

14. rounded up stray pets and left behind food and water

15. left behind pets

16. gave rescuers lists of dogs they saw while out on patrol

Essay

for Trapped New Orleans Pets Still Being Rescued/Close Encounter of the Human Kind

17. In a paragraph, identify the theses of both “Trapped New Orleans Pets Still Being Rescued” and “Close Encounter of the Human Kind.” Compare and contrast these theses to determine how the two selections are similar. Use details from both selections to support your response.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Furor Scribendi/How to Write a Letter

1. According to “Furor Scribendi,” what is the first rule of writing?
   A. write  
   B. take classes  
   C. read  
   D. listen  
   E. eat

2. Which of the following does “Furor Scribendi” suggest a writer keep?
   A. a set of pencils  
   B. a journal  
   C. an audience  
   D. rejection letters  
   E. stubbornness

3. Which of the following words best completes this sentence from “How to Write a Letter”?
   “The telephone is to _______ what Hawaii is to February.”
   A. children  
   B. letters  
   C. anger  
   D. shyness  
   E. laziness

4. What does Keillor suggest for the person intimidated by a white eight-by-eleven sheet of paper?
   A. Dive in and don’t look back!  
   B. Try to find colored paper.  
   C. Use a smaller piece of paper.  
   D. Find a topic you can write about.  
   E. Brainstorm ideas you want to express.

5. Which of the following qualities does Octavia Butler not suggest that a writer forget?
   A. inspiration  
   B. talent  
   C. imagination  
   D. persistence  
   E. All of the above
6. One way in which the two selections differ is that in “How to Write a Letter” Keillor says not to think about
A. grammar.
B. the person.
C. what you want to say.
D. reporting news.
E. imagination.

7. Why might Octavia Butler recommend always doing research?
A. Research will support a person’s writing.
B. Research happens to be Butler’s favorite part of writing.
C. Writers should worry about being wrong or making mistakes.
D. No one wants to read a story that is not well researched.
E. She did not make this recommendation.

Read the passage from “Furor Scribendi.” Then answer the questions below.

5. Submit your work for publication. First research the markets that interest you. Seek out and study the books or magazines of publishers to whom you want to sell. Then submit your work. If the idea of doing this scares you, fine. Go ahead and be afraid. But send your work out anyway. If it’s rejected, send it out again, and again. Rejections are painful, but inevitable. They’re every writer’s rite of passage. Don’t give up on a piece of work that you can’t sell. You may be able to sell it later to new publications or to new editors of old publications. At worst, you should be able to learn from your rejected work. You may even be able to use all or part of it in a new work. One way or another, writers can use, or at least learn from, everything.

8. **Tone** is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following words best describes the tone of this passage?
A. commanding
B. tentative
C. sophisticated
D. disrespectful
E. angry

9. This passage suggests that
A. being successful requires a lot of patience.
B. it is best to research the organizations to which you want to submit your work.
C. you should never let fear stand in the way of success.
D. it is best to keep your submissions because they may be useful later.
E. All of the above
Read the following passage from “How to Write a Letter.” Then answer the question(s) below.

Probably your friend will put your letter away and it’ll be read again a few years from now—and it will improve with age. And forty years from now, your friend’s grandkids will dig it out of the attic and read it, a sweet and precious relic of the ancient eighties that gives them a sudden clear glimpse of you and her and the world we old-timers knew. You will then have created an object of art. Your simple lines about where you went, who you saw, what they said, will speak to those children and they will feel in their hearts the humanity of our times.

You can’t pick up a phone and call the future and tell them about our times. You have to pick up a piece of paper.

10. This passage suggests that letters
   A. are important enough to be cherished by future generations.
   B. are usually thrown out or stored away and are rarely read again.
   C. will be considered dull and unimportant by future standards.
   D. are written by people who think they are important.
   E. All of the above

Matching

for Furor Scribendi/How to Write a Letter

Choose the best definition for each of the following words.

A. inevitable  
B. impediment  
C. lethal  
D. anonymity  
E. obligatory

11. deadly
12. obstacle; roadblock; interference
13. required
14. unavoidable
15. quality or state of not knowing

Essay

for Furor Scribendi/How to Write a Letter

16. What do you like to do that you think people should do more frequently? Pick one activity you would like to teach others to do. What steps are involved? How does one prepare to do the activity? Why do you like this particular activity? Write a short how-to article on the activity you chose. Make sure you give clear directions and use persuasive, detailed language.
It’s Not Talent; It’s Just Work, page 306

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for It’s Not Talent; It’s Just Work

_____ 1. What does the author personally think of “hard work”?
   A. it motivates her
   B. it makes her sad
   C. it frightens her
   D. it makes her queasy
   E. it makes her happy

_____ 2. Which of the following is not an example that the author uses to describe what people can do if they want to?
   A. lift cars
   B. stop bullets
   C. recite the Koran
   D. write books
   E. run marathons

_____ 3. What did the author always assume she would have to study once she ran out of books to read?
   A. wildflowers
   B. mathematics
   C. biology
   D. dancing
   E. insects

_____ 4. According to the author, what motivates people to do things?
   A. war and peace
   B. love and respect
   C. money and food
   D. pride and hope
   E. fear and nervousness
5. Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. What is the tone of this selection?
   A. informal
   B. demanding
   C. sarcastic
   D. sympathetic
   E. snobbish

6. In the final sentences of the selection, what does “the long line” symbolize?
   A. life
   B. hard work
   C. dreams
   D. a line for a theater
   E. death

7. A writer’s purpose is his or her aim, or goal. Which of the following best describes Annie Dillard’s purpose for writing “It’s Not Talent; It’s Just Work”?
   A. persuasive—to convince people to accept a position
   B. expository—to inform or explain
   C. narrative—to express thoughts or ideas
   D. descriptive—to portray a person, place, object, or event
   E. narrative—to tell a story

8. Which of the following best describes Annie Dillard’s writing style?
   A. old-fashioned
   B. choppy
   C. confusing
   D. formal
   E. chatty

9. The selection suggests that
   A. people can do great things when they work hard.
   B. talent is necessary to achieve greatness.
   C. waiting for inspiration is more important than learning something new.
   D. love motivates everyone.
   E. only people with babies know how to love.
Read the following passage. Then answer the question(s) below.

People often ask me if I discipline myself to write, if I work a certain number of hours a day on a schedule. They ask this question with envy in their voices and awe on their faces and a sense of alienation all over them, as if they were addressing an armored tank or a talking giraffe or Niagara Falls. We want to believe that other people are natural wonders; it gets us off the hook.

10. What does the author mean by the last sentence in this passage?
A. People do not appreciate naturally talented or gifted individuals.
B. People feel compelled to compete with one another.
C. Assuming we will achieve success motivates us to work harder.
D. People prefer to believe that there is no point in trying too hard.
E. Being adored is more fun than working hard.

Essay

for It’s Not Talent; It’s Just Work

11. What is the difference between talent and work? What does Annie Dillard say about work? Why is writing, for her, work, regardless of talent? Write a paragraph analyzing the difference between talent and work, as described by Annie Dillard. Use details from the text to support your response.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for An Ethnic Trump/Saying Yes/Indian Education

_____ 1. What are the two ethnicities that the author of “An Ethnic Trump” attributes to Luke?
   A. Japanese and Dutch
   B. Norwegian and Korean
   C. Scottish and Japanese
   D. Chinese and German
   E. Irish and Chinese

_____ 2. In the Literature Connection, “Indian Education,” the narrator is than his peers.
   A. stronger
   B. nicer
   C. faster
   D. smarter
   E. larger

_____ 3. In “Indian Education,” the teacher, Miss Towle, treats the narrator and his parents with
   A. respect.
   B. concern.
   C. fear.
   D. disdain.
   E. curiosity.

   A. to teach Luke more about his heritage
   B. to meet other parents at the culture school
   C. to make Luke respect one culture more than the other
   D. to support all cultures
   E. to buy more bao for the freezer

_____ 5. The concept of an “ethnic trump” is based on
   A. intelligence.
   B. social status.
   C. civil disobedience.
   D. cultural differences.
   E. equality.
6. How are “Saying Yes” and “An Ethnic Trump” similar?
A. Both relate to children.
B. Both speakers attend cultural schools.
C. Both subjects are Irish and Chinese.
D. Both raise questions about identity
E. Both question patriotism.

7. With which of the following statements would the narrator of “Indian Education” and the speaker of “An Ethnic Trump” most likely agree?
A. Always throw the first punch.
B. Be proud of who you are.
C. Fit in as best you can.
D. Society determines who people are.
E. Our path is predetermined.

8. How does the narrator of “An Ethnic Trump” feel when Luke denies being Chinese?
A. She feels angry because he is being disrespectful.
B. She feels hopeful that he will want to learn about his heritage.
C. She feels confused because he is usually very proud of his heritage.
D. She feels sad because he doesn’t understand what it means.
E. She feels threatened because he doesn’t want to be Chinese.

9. “An Ethnic Trump” shows that
A. it’s best to avoid conflict and hope that conditions will improve.
B. people shouldn’t worry so much about their heritage.
C. children are too young to understand cultural prejudices.
D. cultural schools are the best schools for young people.
E. a child’s cultural identity is shaped by many factors.

Read the following passage. Then answer the question(s) below.

Then one day, Luke combed his black hair and said he was turning it yellow. Another day, a fellow mother reported that her son had invited all blond-haired children like himself to his birthday party. And yet another day, Luke was happily scooting around the Cambridge Common playground when a pair of older boys, apparently brothers, blocked his way. “You’re Chinese!” they shouted, leaning on the hood of Luke’s scooter car. “You are! You’re Chinese!” So brazen were these kids that even when I, an adult, intervened, they continued to shout. Luke answered, “No, I’m not!”—to no avail; it was not clear if the boys even heard him. Then the boys’ mother called to them from some distance away, outside the fence, and though her voice was no louder than Luke’s, they left obediently.

Behind them opened a great, rippling quiet, like the wash of a battleship.

10. What might the “great, rippling quiet” actually be describing?
A. the relief Luke and his mother feel once the loud boys leave
B. the effect of the incident on both Luke and his mother—they are shocked and hurt
C. the absence of the boys—they leave everyone speechless
D. the empty playground—it becomes quiet once the loud boys leave
E. the effect that the boys had on their own mother—she is embarrassed
Matching
for Indian Education

A. Miss Towle  D. the narrator’s parents
B. Randy  E. Frenchy Silohn
C. Junior Falls Down  F. Mrs. Schluter

_____ 11. claims the narrator always looks guilty
_____ 12. a name given to the narrator
_____ 13. dragged braids across the teacher’s desk
_____ 14. the narrator’s first and best friend
_____ 15. made the narrator eat his spelling test
_____ 16. the boy that the narrator knocks to the ground

Essay
for An Ethnic Trump

17. Gish Jen describes a discrepancy between how Luke is seen by his parents and how he is seen by others. In her essay, “An Ethnic Trump,” she is concerned with how he will come to define himself. In a paragraph, describe this discrepancy and why it occurs. How do Luke’s parents hope he will define himself as he grows up? Support your response using details from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Only Daughter

1. How many brothers does the author have?
   A. four  
   B. five  
   C. six  
   D. seven  
   E. eight

2. What audience is the author “privately trying to woo” with her writing?
   A. American literature groups  
   B. her colleagues at the university  
   C. readers in Europe  
   D. the public majority  
   E. her friends

3. What does the author’s father expect her to do in college?
   A. become a doctor  
   B. find a husband  
   C. discover her purpose  
   D. become a writer or teacher  
   E. learn how to support the family

4. Her father hopes his children will use their _________ to get ahead in life.
   A. faith  
   B. minds  
   C. guts  
   D. hands  
   E. feet

5. What allowed the author the freedom to choose her own career?
   A. Her family was wealthy.  
   B. Her husband supported her.  
   C. She had no one to answer to.  
   D. Her parents were supportive of her choices.  
   E. Her father didn’t think it mattered.
6. What does it mean when the author’s father requests more copies of her story to show to the relatives?
   A. that he is proud of her work
   B. that he wants a second opinion
   C. that he doesn’t think she’s good enough
   D. that he is humoring her
   E. that he is too sick to know better

7. A writer’s purpose is his or her aim, or goal. Which of the following best describes the author’s purpose for writing “Only Daughter”?
   A. to inform
   B. to convince people to accept a position
   C. to express thoughts or ideas
   D. to portray a place or an object
   E. All of the above

8. This selection indicates that
   A. parents will never be able to understand the goals of their children.
   B. writing is more important than any other pastime.
   C. siblings often harrass one another, but only to show they care.
   D. approval is most often sought from those who withhold it.
   E. misery loves company, but time can heal all wounds.

Read the following passage. Then answer the question(s) below.

There was a glass filled with milk on the bedside table. There were several vials of pills and balled Kleenex. And on the floor, one black sock and a plastic urinal that I didn’t want to look at but looked at anyway. Pedro Infante was about to burst into song, and my father was laughing.

I’m not sure if it was because my story was translated into Spanish or because it was published in Mexico or perhaps because the story dealt with Tepeyac, the colonia my father was raised in and the house he grew up in, but at any rate, my father punched the mute button on his remote control and read my story.

I sat on the bed next to my father and waited. He read it very slowly. As if he were reading each line over and over.

9. Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following words best describes the tone at the end of this passage?
   A. suspense
   B. joy
   C. anger
   D. sadness
   E. comfort
10. Which of the pairs of images below provides the most contrast within the passage?
   A. one black sock/Pedro Infante
   B. glass filmed with milk/singing
   C. translated story/Pedro Infante
   D. balled Kleenex/plastic urinal
   E. vials of pills/laughter

Essay

For Only Daughter

11. Characterization is the act of creating or describing a character. Writers create characters using three major techniques: showing what characters say, do, or think; showing what other characters say or think about them; and describing what physical features, dress, and personalities the characters display. Who in the essay is described in the most detail? In a paragraph, identify this person and describe what the reader learns about him or her through Cisneros’s characterization. Also consider including what a reader might assume about the character. Use details from the essay to support your response.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for This Is Not Who We Are

1. What does the author hear on the radio at the start of the selection?
   A. a news report of a recent tragedy
   B. a weather report from Palestine
   C. a commercial about American troops
   D. a song by an Arab-American musician
   E. a feature on Seeds of Peace

2. Who began “poking” into the author’s dreams?
   A. her Palestinian grandmother
   B. gentle immigrants
   C. Arab-American singers
   D. men with hard faces
   E. her Japanese-American friend

3. According to the author, what does fanaticism do?
   A. causes chaos
   B. frees the spirit
   C. creates enthusiasm
   D. wastes life
   E. shrinks minds

4. Why does the author find music soothing?
   A. She grew up with music.
   B. She only listens to calming music.
   C. She studies music.
   D. Her father is a famous violinist.
   E. She is blind in both eyes.

5. A theme is a central message or perception about life that is revealed through a literary work. Which of the following is a theme of this selection?
   A. Music and art have the power to heal.
   B. Peace is the ultimate goal.
   C. Stay strong during times of hardship.
   D. Love is all you need.
   E. All of the above
6. This personal essay concludes with a feeling of
   A. confusion.
   B. grief.
   C. determination.
   D. anger.
   E. joy.

7. By including memories of her grandmother, the author probably meant to
   A. show how respect can create loving relationships.
   B. point out how people can be loving but flawed.
   C. honor her grandmother’s memory.
   D. illustrate the power of prayer and religious beliefs.
   E. provide a moment of comic relief in the essay.

8. The author considers the Arab-American experience during the period in which she wrote the essay to be
   A. overshadowed by anger.
   B. filled with sorrow.
   C. heartwarming.
   D. comfortable yet tense.
   E. All of the above

Read the following passage. Then answer the question(s) below.

The words of children console us, not the other way around. During a local poetry workshop with fourth-graders, a girl hands me a folded note: “Poetry is eating all my problems.” My great-niece stomps her foot. “Adults are forgetting how to have fun!”

I keep thinking, we teach children to use language to solve their disputes. We teach them not to hit and fight and bite. Then look what adults do!

9. What might the author be referring to in the last line of this passage?
   A. the violence on television and in the media
   B. being peace keepers
   C. being positive role models
   D. violent sports and activities
   E. the violence of war and terrorism

10. A theme is a central message or perception about life that is revealed through a literary work. Which of the following is a theme of this passage?
    A. Children should listen to what adults say.
    B. People should examine and question their own actions.
    C. Creative outlets can make problems worse.
    D. Adults are doing their best to protect children from sadness.
    E. Children do not understand what is going on in the world.
Matching

_for This Is Not Who We Are_

Choose the best description for each of the following people.

A. Simon Shaheen  E. the author’s great-niece
B. Mahalia Jackson  F. the author’s grandmother
C. the author’s father  G. Rumi
D. the author’s friend, Milli  H. the man at the literary conference

_____ 11. the 13th century Sufi poet
_____ 12. singer whose songs were played in the author’s childhood home
_____ 13. created a peace bracelet
_____ 14. was concerned for his daughter’s safety
_____ 15. was proud to be called a hajji
_____ 16. held single notes so long his or her family thought he or she would faint
_____ 17. Arab-American violinist
_____ 18. accused a group of people of not having any fun

Essay

_for This Is Not Who We Are_

19. A writer’s purpose is his or her aim, or goal. In a paragraph, determine Naomi Shihab Nye’s purpose for writing this personal essay. Support your view with evidence from the selection. Finally, argue whether or not you believe she is successful in achieving her goal.
An “A” in Failure, page 325

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for An “A” in Failure

_____ 1. According to this selection, what else is as inescapable as failure?
   A. punishment
   B. oxygen
   C. friendship
   D. success
   E. taxes

_____ 2. What does the author enjoy most about her favorite dancer in the New York City Ballet?
   A. The dancer rarely fails in public.
   B. The author can see the emotions on the dancer’s face.
   C. After a fall, the dancer seems fearless.
   D. The dancer is the most talented member of the group.
   E. The dancer’s routines are flawless.

_____ 3. Which of the following is not a benefit of failing in private?
   A. No one is around to see you fail.
   B. It is less painful than failing in public.
   C. It teaches you something about yourself.
   D. It reminds others that you are human.
   E. All of the above are benefits of failing in private.

_____ 4. According to the selection, the more you fail, the
   A. less you have to lose.
   B. longer it takes to finish.
   C. more you learn.
   D. better your work becomes.
   E. All of the above

_____ 5. In the text, the author compares battle scars to lessons learned from failure. What does this comparison imply about failure?
   A. Failure can be a painful ordeal.
   B. Success is hard to obtain.
   C. Failure is easily forgotten.
   D. Failure only happens to cowards.
   E. It is wrong to be proud of failure.
6. Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following words best describes the tone of the selection?

A. ironic
B. old-fashioned
C. conversational
D. irritated
E. sarcastic

7. What does the math professor do to encourage students to test their “quirkiest ideas in public”?

A. He rewards failure.
B. He holds a contest for quirky ideas.
C. He gives an award for the best theory.
D. He makes everyone give a speech.
E. He urges everyone to share their ideas in class.

8. This selection indicates that failure is

A. useful.
B. unacceptable.
C. unusual.
D. unimportant.
E. ugly.

9. The author would agree with which of the following statements?

A. Perfection teaches us more than failure.
B. Perfection is life’s greatest goal.
C. Forget your failures and move on.
D. To fail is human, to learn from failure—divine.
E. All of the above

Read the following passage. Then answer the question(s) on the next page.

Failure creates an interesting tug of war between forgetting and remembering. It’s vital to be able to forget the pain of failure while retaining the lessons from it. I’ve always found it easier to put something that wasn’t very successful behind me than to move on to something new after an effort that was acclaimed. After a certifiable success, I always think, “I could lose this,” and so I cling to it. (For this reason, Duke University basketball coach Mike Krzyzewski banned his teams from calling themselves the “defending national champions,” because he felt this made them think defensively. Also, he argued that you only defend something if it can be taken away from you, and your past successes will always be yours no matter what.) A part of me hates to let go of success and move on. After a certifiable failure, however, I can’t wait to move on. I’m thinking, “Get back to work. Fix it. Do it different and better the next time.”
10. Which of the following best describes the central message of this passage?
   A. Fight to keep your successes.
   B. Once you have succeeded, you can relax and be content.
   C. People will try to beat you so they can feel successful too.
   D. Failure is difficult to avoid.
   E. It can be more difficult to move forward after a success than a failure.

Essay

for An “A” in Failure

11. A theme is a central message or perception about life that is revealed through a literary work. In a paragraph, identify the theme of the selection and explain how it might apply to your own experiences. Use details from the selection to support your response.
The Burden of Expectations, page 328

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Burden of Expectations

_____ 1. What physical disability did Hamm need to have corrected as a child?
   A. a club foot
   B. a cleft lip
   C. bowed legs
   D. a curved spine
   E. a lazy eye

_____ 2. Why did Hamm’s family travel so much during her childhood?
   A. in order for Hamm to play soccer
   B. her mother lost her job
   C. her father was in the military
   D. they struggled financially
   E. to follow their relatives

_____ 3. What did Hamm say was different about playing with boys rather than girls?
   A. Boys don’t apologize for playing hard.
   B. Boys like to show off more.
   C. Boys don’t listen to the coach as much.
   D. Boys tend to avoid tough situations.
   E. Boys are less likely to pass the ball.

_____ 4. Since the family moved so much, sports became a __________ for Mia.
   A. ticket to popularity
   B. difficult pastime
   C. source of irritation
   D. reliable activity
   E. joke
5. The childhood relationship between Garrett and Mia could best be described as:
   A. hostile.
   B. supportive.
   C. evasive.
   D. sympathetic.
   E. competitive.

6. Growing up, Hamm could have been accurately called a:
   A. cheater.
   B. show-off.
   C. whiner.
   D. quitter.
   E. All of the above.

7. What motivated Mia to stay out of the limelight?
   A. respect for her teammates.
   B. not wanting to be the center of attention.
   C. desire to have a life after soccer.
   D. desire to avoid being a star.
   E. All of the above.

8. With which of the following statements would Mia Hamm disagree?
   A. A team can only have one star.
   B. Hard work never killed anyone.
   C. You can’t rest until you’re finished.
   D. I’d rather not play than lose.
   E. Sports should be taken seriously.

9. According to this biography, which of the following best describes Hamm’s personality?
   A. soft-spoken.
   B. abrasive.
   C. dual in nature.
   D. rude and mean.
   E. expressive and showy.

Read the following passage. Then answer the question(s) on the next page.

Having grown up in a military family with three sisters and two brothers, Hamm possessed a reserve, almost a sense of rank, as if she should aspire to succeed at a high level but that she should not stand out from the others or be treated differently. Even her handshake was noncommittal, as if it might reveal too much. She did not want her spotlight to keep her teammates permanently in the shadows, so she spoke of them constantly, a point guard handing off verbal assists. Most of her goals were layups, she said dismissively, “harder to miss it than make it.”
10. Based on this passage, which of the following words best describes Hamm’s personality?
   A. modest
   B. over-achieving
   C. confident
   D. resentful
   E. nervous

**Essay**

*for The Burden of Expectations*

11. A *thesis* is a main idea that is supported in a work of nonfiction. In a paragraph, identify what you believe is the thesis of this selection. Support your response with logical reasoning and evidence from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Climbing Mount Fuji

_____ 1. The Brazilian tourists yell “hai!” throughout the selection. \textit{Hai} is Japanese for what word?
A. hey
B. yes
C. wrong
D. look
E. go

_____ 2. What prevents the tourists from seeing the top of Mount Fuji?
A. the traffic
B. trees
C. a storm
D. fog
E. the government

_____ 3. \textit{Tone} is the emotional attitude toward the reader or toward the subject implied by a literary work. What is the tone of this selection?
A. sincere
B. cautionary
C. dry
D. humorous
E. irritated

_____ 4. What does the author mean by the line “As a bold culinary adventurer I certainly would have tried this dish, but I had to sit down with my head between my legs”?
A. The author is suffering from motion sickness from the bus ride, so he is not hungry.
B. The author wants to try the dish, but he is preoccupied with something else.
C. The author claims to be adventurous but just looking at the dish makes him feel ill.
D. The author has to abide by a Japanese custom; otherwise he would have tried the dish.
E. The author is too busy tying his shoes to eat anything.
_____ 5. **Hyperbole** is an overstatement, or exaggeration, used for dramatic effect. Which of the following sentences from the text is an example of a hyperbole?

A. “The last major tourism thing we did in Japan was make the traditional pilgrimage up picturesque Mount Fuji . . .”
B. “. . . the entire Japanese nation had been waiting for a day like this . . . to make the Mount Fuji trip.”
C. “. . . we reached the Fifth Station, which is the highest point you can drive to on Mount Fuji.”
D. “We left the Fifth Station and drove back down the mountain to the popular, by which I mean comically overcrowded, tourist destination of Hakone . . .”
E. “The clerk spent several minutes carefully wrapping the box, as though it were a gift.”

_____ 6. An author’s **purpose** is his or her aim, or goal. Which of the following best describes Dave Barry’s purpose in writing “Climbing Mount Fiji”?

A. to entertain
B. to persuade
C. to inform
D. to portray a person
E. to portray a place

_____ 7. What does the author mean by the statement, “It’s probably no accident that Brazil and Japan are located so far apart”?

A. The two countries are located far apart on a map.
B. Brazilian people probably travel to places just so they can annoy people.
C. The two groups of people are so dissimilar that they probably chose to live far apart.
D. Japanese people would probably never visit Brazil.
E. Other countries do not like Brazil and Japan.

_____ 8. Based on this selection, which of the following words best describes the author?

A. athletic
B. weak
C. patient
D. careful
E. judgmental

_____ 9. The selection implies that

A. life is unpredictable.
B. everything happens for a reason.
C. help can come from unexpected places.
D. traffic brings out the worst in people.
E. All of the above

Read the following passage. Then answer the question(s) on the next page.

So we spent the first few hours grinding slowly along on a car-choked highway, passing the time by eating cookies from a package labeled “Varieties of Bland New Type.” The other major entertainment
medium on the bus was Brazilians. There was a group of Brazilian tourists on the bus, and they were sociable to the point of mass civil disorder. After three weeks among the Japanese, who tend to be, by American standards, quite reserved, I had come to think of us as quite outgoing and lively and demonstrative; but we are The Night of the Living Dead compared with Brazilians, at least the Brazilians on our bus. They communicated mainly by shouting—happy, vibrant shouts, interspersed with loud laughs and heartfelt emotional greetings, whenever two of them were reunited again after an absence caused by, for example, walking to the other end of the bus.

10. The final sentence of this passage shows that
   A. speaking loudly is acceptable in most situations.
   B. Brazilians care more for their friends than Americans do.
   C. the author is uncomfortable with boisterous behavior.
   D. the author found the Brazilian tourists to be rather odd.
   E. it takes a long time to walk from one end of the bus to the other.

Matching

for Climbing Mount Fuji

Match the event with the order in which it occurred.

A. 1st  D. 4th
B. 2nd  E. 5th
C. 3rd  F. 6th

11. the bus stops at a gift shop and the narrator buys himself a souvenir

12. the narrator sets off to walk to the top of Mount Fuji

13. the Brazilian tourists disrupt the restaurant in Hakone

14. the narrator and his party spend several hundred dollars on a Mount Fuji tour

15. the narrator stops at a soft-drink vending machine

16. the bus reaches the fifth station

Essay

for Climbing Mount Fuji

17. Dave Barry does not clearly state the thesis, or main idea, of the selection. In a paragraph, identify what you believe is the main idea of “Climbing Mount Fuji.” Support your response with logical reasoning and examples from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for BEWARE: Do Not Read This Poem

1. With what does the old woman surround herself?
   A. flowers
   B. furniture
   C. pets
   D. people
   E. mirrors

2. Why does the speaker accuse the poem of having no manners?
   A. it interrupts the old woman
   B. it chews with its mouth open
   C. it ignores the reader’s cries
   D. it does not say “please” and “thank you”
   E. it belches

3. Who arrives to confront the old woman?
   A. the villagers
   B. her children
   C. her husband
   D. the police
   E. her mother

4. Which of the following words is a synonym for the word *swift* in the sentence “The police officer was swift in everything that she did”?
   A. daring
   B. careful
   C. smart
   D. fast
   E. upset

5. What motivates the old woman to behave the way she does?
   A. greed
   B. anger
   C. vanity
   D. laziness
   E. fear
6. **Mood**, or atmosphere, is the emotion created in the reader by part or all of a literary work. Which of the following pairs of words best describes the mood of the poem?
   A. joy/humiliation
   B. longing/sadness
   C. apprehension/fear
   D. peace/happiness
   E. None of the above

7. Which of the following best describes the message of the line “move & roll on to this poem”?
   A. ignore the poem
   B. don’t treat the poem with care
   C. cover the poem with your body
   D. back away from the poem
   E. allow yourself to enjoy the poem

8. This poem implies that
   A. being greedy can make it difficult to meet people.
   B. people can become captivated by a poem or poetry.
   C. the U.S. Bureau of Missing Persons is not working.
   D. poetry is painful and causes people to lose their minds.
   E. mirrors are dangerous and should be avoided.

9. Which word best describes the type of story depicted in the first half of the poem?
   A. drama
   B. fantasy
   C. horror
   D. romance
   E. comedy

10. How would you describe the diction used within the poem?
    A. constant
    B. casual
    C. old-fashioned
    D. monotonous
    E. None of the above

**Essay**

**BEWARE: Do Not Read This Poem**

11. In a paragraph, explain why the author might have chosen to begin the poem with the story of the old woman and end it with statistics from the U.S. Bureau of Missing Persons. Support your response with logical reasoning.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Gifts/To The Oak

1. What is the name of the group to which Shu Ting belongs?
   A. the Gifted Poets
   B. the Nature Poets
   C. the Misty Poets
   D. the Individual Poets
   E. the Dream Poets

2. Shu Ting and the group of poets to which she belongs often use the theme of __________ in their work.
   A. individualism
   B. transformation
   C. nationalism
   D. creationism
   E. transportation

3. In “To the Oak,” what does the speaker want to be?
   A. a bird
   B. a morning glory
   C. a kapok tree
   D. a fountain
   E. spring rain

4. In “Gifts,” the speaker describes a dream of being a pond and, as a pond, making a certain sacrifice. What is this sacrifice?
   A. The speaker becomes a mirror in which the sky can see itself.
   B. The speaker spends the rest of his or her life mourning.
   C. The speaker supports the children of ducks and fish.
   D. The speaker dries up while supporting other living things.
   E. The speaker gives his or her time to help other living things.
5. Which of the following elements is contained in both “To the Oak” and “Gifts”?
   A. love
   B. grief
   C. death
   D. failure
   E. birth

6. A writer’s purpose is his or her aim, or goal. Which of the following best describes Shu Ting’s purpose for writing “To the Oak”?
   A. to portray a person, place, object, or event—descriptive
   B. to explain—expository
   C. to convince people to accept a position—persuasive
   D. to express thoughts or ideas—narrative
   E. to tell a story—narrative

7. Which of the following best describes the tone of “Gifts”?
   A. peaceful
   B. clueless
   C. ironic
   D. sarcastic
   E. upset

8. In “To the Oak,” the main difference between what the speaker wishes to be and the other examples provided is that the speaker wishes to
   A. flatter the oak.
   B. be dependent on the oak.
   C. be equal to the oak.
   D. support the oak.
   E. All of the above

Read the following passage from “Gifts.” Then answer the question(s) below.

   My joy is the joy of sunlight.
   In a moment of creation
   I will leave shining words
   In the pupils of children’s eyes
   Igniting golden flames.
   Whenever seedlings sprout
   I shall sing a song of green.
   I’m so simple I’m profound!

9. Which of the images in this stanza express the speaker’s joy and hopefulness?
   A. sunlight
   B. shining words
   C. golden flames
   D. seedlings
   E. All of the above
10. What might “golden flames” symbolize?
   A. ideas
   B. fire
   C. technology
   D. dangers
   E. fear

Essay

for Gifts/To The Oak

11. A theme is a central message or perception about life that is conveyed through a literary work. Mood, or atmosphere, is the emotion created in the reader by part or all of a literary work. Poets can evoke an emotional response in a reader by using descriptive and figurative language. The mood of a piece of writing is often closely related to its theme. In a paragraph, identify the themes and moods of both “Gifts” and “To the Oak.” How are mood and theme related within each poem? What comparisons can you make between the two poems based on their moods and themes? Support your responses with evidence from the text and logical reasoning.
Cold as Heaven/Gentle Communion/Oral History, page 366

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Cold as Heaven/Gentle Communion/Oral History

_____ 1. In “Cold as Heaven,” what does the speaker describe for her grandmother?
    A. heaven
    B. winter
    C. siestas
    D. castles
    E. a hospital

_____ 2. In “Gentle Communion,” what does Mamande give to the speaker?
    A. a grape
    B. a smile
    C. a prayer book
    D. a bottle
    E. a jacket

_____ 3. In “Gentle Communion,” where do Mamande and the speaker come from?
    A. the ocean
    B. the Hawaiian islands
    C. the Midwest
    D. the desert
    E. the North

_____ 4. The speakers of all three poems are
    A. related.
    B. grieving.
    C. remembering.
    D. dying.
    E. laughing.

_____ 5. Which of the following is true about the grandmothers in “Cold as Heaven” and “Gentle Communion”?
    A. Both sit with their grandchildren.
    B. Neither has seen snow.
    C. Neither is alive.
    D. Both are from the Caribbean.
    E. Both live in the speaker’s home.
6. Which image or memory does the speaker in “Oral History” try to forget?
   A. his or her child-bed
   B. storytelling in the dark
   C. tongue-twister towns
   D. the boney silhouette
   E. the grand wolf

7. One similarity between the speakers in “Cold as Heaven” and “Gentle Communion” is that both feel a sense of
   A. fear.
   B. relief.
   C. entitlement.
   D. resentment.
   E. loss.

8. Which of the following details from “Cold as Heaven” helps the reader to understand what is happening to the speaker’s grandmother?
   A. “. . . we could only/take hesitant steps like toddlers”
   B. “. . . the bottle/dripping minutes through a tube”
   C. “cool stone castles in lands far north”
   D. “. . . children/pouring out of a yellow bus, . . .”
   E. “drifts so tall/we fell through our own footprints;”

9. Which of the following words best describes Mamande in “Gentle Communion”?
   A. religious
   B. childlike
   C. adventurous
   D. joyful
   E. frightened

10. All three poems indicate that
    A. old age is difficult to understand.
    B. grandparents are great storytellers.
    C. memories are often disturbing.
    D. hospitals can be frightening.
    E. family relationships are important.

Essay

for Cold as Heaven/Gentle Communion/Oral History

11. Identify the tones of both “Gentle Communion” and “Cold as Heaven.” In a paragraph, explain which images in the poems help to create these tones. Do the tones change throughout the course of each poem? Support your response using details from the selections.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Ballad of Birmingham/Birmingham Bomb Kills 4 Negro Girls in Church

1. Where does the young child want to go at the beginning of the poem?
   A. out to play  
   B. to a Freedom March  
   C. to Sunday School  
   D. to choir practice  
   E. to bed

2. What does the mother find while searching for her child?
   A. a glove  
   B. a shoe  
   C. a barrette  
   D. a cross  
   E. a bible

3. According to the Primary Source Connection, what was the name of the Sunday school lesson taught on the day of the bombing?
   A. “Standing up to Racism”  
   B. “Honor thy Mother and Father”  
   C. “The Love That Forgives”  
   D. “Love thy Neighbor”  
   E. None of the above

4. According to the Primary Source Connection, what event led to the bombing of the church?
   A. the death of Martin Luther King Jr.  
   B. racial rioting in Birmingham  
   C. the building of a new chapel  
   D. the desegregation of three schools  
   E. All of the above
5. In “Ballad of Birmingham,” what causes the mother to send her child to church?
   A. She doesn’t want her child to get hurt and thinks she will be safe there.
   B. She hopes her child will make the choir and wants her to practice singing.
   C. She thinks her child has been misbehaving and wants to punish her.
   D. She wants her child to be religious.
   E. She believes that no place is safe from violence.

6. Which of the following statements best summarizes the poem’s theme, or message?
   A. Hatred holds nothing sacred.
   B. Love can conquer anything.
   C. Protect your children.
   D. There is safety in numbers.
   E. All of the above

7. Consider the last two lines of the poem:
   “Oh, here’s the shoe my baby wore, / But, baby, where are you?”
   These lines indicate that
   A. the child has died or is badly injured.
   B. the child has left to march downtown.
   C. the mother is angry about the shoes.
   D. the child is hiding from the mother.
   E. the child hated the white shoes.

8. Based on the Primary Source Connection, the reader can assume that the destruction at the church was caused by
   A. faulty wiring.
   B. lightning.
   C. racism.
   D. pranksters.
   E. the choir.

Read the following stanzas from “Ballad of Birmingham.” Then answer the question(s) below.

She has combed and brushed her night-dark hair,
And bathed rose petal sweet,
And drawn white gloves on her small brown hands,
And white shoes on her feet.
The mother smiled to know her child
Was in the sacred place,
But that smile was the last smile
To come upon her face.

9. Foreshadowing is the act of presenting hints to events that will occur later. What is foreshadowed in these stanzas?
   A. The child will be harmed because she is wearing white shoes.
   B. Something bad will happen after this moment.
   C. The mother does not agree with the Freedom March.
   D. The child would disobey the mother’s wishes.
   E. The mother will go crazy with grief.
10. Irony is the difference between appearance and reality—in other words, what seems to be and what really is. What is ironic about the second stanza in this passage?
   A. The church is not a safe place.
   B. The mother smiles too often.
   C. The child does not go to the church.
   D. The mother knows about the bombing.
   E. None of the above

**Essay**

_for Ballad of Birmingham/Birmingham Bomb Kills 4 Negro Girls in Church_

11. In a paragraph, explain how knowledge of the context surrounding “Ballad of Birmingham” is important to understanding the meaning of the poem. How does understanding the context also strengthen the emotional impact of this poem? How might someone interpret this poem if they did not know its context? Support your response using details from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Local Sensibilities/442nd Regimental Combat Team

1. Which of the following facts about the author affects the context of this poem?
A. The author is Chinese-American.
B. The author’s poems have won awards.
C. The author lives in Hawaii.
D. All of the above
E. Both A and C

2. Where did the speaker in the poem work in the summer?
A. at the cannery
B. at the beach
C. at the supermarket
D. at the theater
E. at the mall

3. According to the poem, what do most people think of when they see a pineapple?
A. tropical islands
B. summer jobs
C. fruit sliced in rings
D. cartoon characters
E. halloween

4. Which of the following images from the poem is not something the speaker imagines when he thinks of Hawaii?
A. a summer job
B. a surfer on the beach
C. relaxing under palm trees
D. grocery bags
E. family graves

5. What does the speaker think of when he thinks of Hawaii?
A. vacation
B. fighting
C. relaxing
D. home
E. tourists
6. What happened in the Sand Island roundup?
   A. Japanese-Americans were sent to fight in the war.
   B. Japanese-Americans were kicked out of Hawaii.
   C. Japanese-Americans were murdered out of fear.
   D. Japanese-Americans were sent to relocation camps.
   E. All of the above

7. According to the Informational Text Connection, how did the actions of the Nisei soldiers affect those Nisei left in detention camps?
   A. Their actions led to the reinstatement of the draft in the camps.
   B. Their actions made the Nisei in the camps feel like criminals.
   C. Their actions made the Nisei in the camps feel weak.
   D. Their actions convinced the government to disband the camps.
   E. Their actions led to better treatment of the Nisei in the camps.

8. Which of the following images does the speaker use to create a sense of place in the poem?
   A. “a kamikaze pilot now turned to Sony exports”
   B. “a white-haired surfer . . ./flashing smiles along the beach”
   C. “a Triple Crown horse/pacing a stud farm”
   D. “fruit sliced in rings/to be served with ham”
   E. “a true grit idol of the late night set”

9. The Informational Text Connection indicates that Japanese Americans
   A. avoided joining the war.
   B. spent the war in relocation camps.
   C. fought bravely in the war.
   D. were not successful in the war.
   E. were avoided during the war.

10. Which of the following best describes the author’s purpose for writing “Local Sensibilities”?
    A. to explain why travelers should visit Hawaii
    B. to condemn tourists for ruining the once-beautiful island
    C. to convince travelers to experience Hawaii as a resident would
    D. to describe the island from a local’s perspective
    E. to tell a story about the speaker’s life on the island

Essay

for Local Sensibilities/442nd Regimental Combat Team

11. Why do you think this poem is entitled “Local Sensibilities”? Do you think this is an appropriate title? Why or why not? Write a brief essay on the appropriateness of the poem’s title. Make sure to support your views with evidence from the poem itself.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Metaphor/A Simile

1. In “Metaphor,” what does night do?
   - A. ruins a perfectly good day
   - B. folds the paper up and files it away
   - C. takes and destroys the paper
   - D. records the day and repeats it
   - E. announces your mistakes

2. In “A Simile” the speaker notes that deer walk
   - A. quickly.
   - B. only in groups.
   - C. oddly.
   - D. in single file.
   - E. softly.

3. According to “A Simile” what is contained in the deer’s limbs?
   - A. latent flight
   - B. hollow bones
   - C. deep concern
   - D. strong muscles
   - E. battle wishes

4. In “A Simile,” the comparison of the two people to deer reveals that they are ready to
   - A. forgive.
   - B. follow.
   - C. forget.
   - D. flee.
   - E. fight.
5. According to “Metaphor,” everything that one does during the day is eventually
   A. stored away.
   B. displayed for all to see.
   C. forgotten.
   D. judged.
   E. relived.

6. In “A Simile,” what does the speaker wonder about?
   A. What was said?
   B. What must be done?
   C. What is happening?
   D. What is fear?
   E. What is being made for dinner?

7. **Tone** is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following words best describes the tone of “Metaphor”?
   A. sarcastic
   B. boastful
   C. encouraging
   D. concerned
   E. irritated

8. **Tone** is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following words best describes the tone of “A Simile”?
   A. sarcastic
   B. boastful
   C. encouraging
   D. concerned
   E. irritated

9. In “Metaphor,” what might the “new day” represent?
   A. fear and regret
   B. second chances
   C. obtainable goals
   D. smart choices
   E. concerned parents

10. What might the speaker of “Metaphor” suggest if you make mistakes on your paper?
    A. Try to erase your mistake, don’t leave it for tomorrow!
    B. The day is ruined, don’t bother continuing.
    C. Don’t worry, you’ll get a new sheet of paper tomorrow.
    D. Prepare yourself, you will never live down this mistake!
    E. Mistakes are fun, don’t waste your time doing “bright” things.
11. Which of the following best describes the theme, or central message, of “Metaphor”?
A. Each day is a new beginning.
B. Kind words can defeat negative actions.
C. Do not underestimate the power of writing.
D. Do not allow pride to ruin a friendship.
E. Do not waste paper.

Essay

for Metaphor/A Simile

12. Similes and metaphors are common in everyday speech. Sayings like “I’m as hungry as a horse” and “I’m as tired as a dog” are examples of widely-used figurative language. Identify a metaphor or simile you have used or heard at school or at home. Write a short poem about this example, using a style similar to that of N. Scott Momaday or Eve Merriam.
The Bells, page 392

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Bells

1. How does the poem describe wedding bells?
   A. solemn
   B. chilly
   C. mellow
   D. brazen
   E. loud

2. Which of the following types of bells is described in the poem?
   A. school bells
   B. sleigh bells
   C. dinner bells
   D. farm bells
   E. cow bells

3. What does the king of the ghouls do?
   A. yells and dances
   B. screams and threatens
   C. becomes terrified
   D. toils in the earth
   E. sits on his throne

4. What effect do iron bells have on us?
   A. they make us happy
   B. they remind us to pray
   C. they warn us to move
   D. they make us work harder
   E. they make us sad

5. Which of the following is not an example of onomatopoeia?
   A. tinkle
   B. jangling
   C. gush
   D. shriek
   E. mercy
6. Mood, or atmosphere, is the emotion created in the reader by part or all of a literary work. What mood is created by the description of the alarum bells?
A. sorrow
B. chaos
C. discomfort
D. joy
E. peace

7. Personification is a figure of speech in which an animal, a thing, a force of nature, or an idea is described as if it were human or is given human qualities. How does onomatopoeia add to the personification of the bells in this poem?
A. Onomatopoeia creates interesting sounds so readers care about the bells.
B. Onomatopoeia helps to show the flaws of each bell.
C. Onomatopoeia helps to describe the motivation of each bell.
D. Onomatopoeia provides a voice for each type of bell.
E. All of the above

8. Why might Poe have chosen to repeat certain words within the poem?
A. The repeated words mimic the sound of bells tolling.
B. The repeated words sound like a chant or speech.
C. The lines are more visually appealing with the repeated words.
D. Repetition helps the reader focus on the more important words.
E. All of the above

9. How does onomatopoeia help to create context for this poem?
A. It creates atmosphere by allowing the reader to “hear” the sounds of each stanza.
B. It builds the setting by describing each of the locations where the bells are ringing.
C. It uses repetition and rhythm to remind readers of the time period.
D. It illustrates Poe’s mental state at each point in his life.
E. None of the above

Essay
for The Bells

10. Mood, or atmosphere, is the emotion created in the reader by part or all of a literary work. In a paragraph, describe how the mood of this poem changes with each stanza. How does Poe create these changes in mood? Support your response with details from the poem.
The Secret/Poetry, page 400

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Secret/Poetry

1. According to “The Secret,” what do the two girls discover in a line of poetry?
   A. their love of poetry
   B. the truth about their family
   C. the speaker’s secret
   D. the secret of life
   E. the lies they’ve been telling

2. In “The Secret,” who wrote the line that the two girls read?
   A. their mother
   B. the speaker
   C. their teacher
   D. the two girls
   E. an old woman

3. According to the speaker of “Poetry,” where did poetry come from?
   A. from winter
   B. from a river
   C. from a cooking fire
   D. from a streetlight
   E. the speaker doesn’t know

4. According to “Poetry,” what did poetry do to the speaker after it arrived?
   A. it touched the speaker
   B. it cradled the speaker
   C. it yelled at the speaker
   D. it mocked the speaker
   E. it carried the speaker

5. What does the speaker in “The Secret” love most about the girls?
   A. that they enjoyed the speaker’s work
   B. that they assume such a secret exists
   C. that they shared the secret with him or her
   D. that they became poets
   E. that they bought the speaker’s book
6. Given the speaker’s response to the girls, what do you think might be a theme, or central message, within “The Secret”?
   A. Being praised is the best feeling.
   B. Discovery is its own reward.
   C. Do not forget what you learn.
   D. Assume your work will be enjoyed.
   E. Wise people should become teachers.

7. Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. What is the tone of “Poetry”?
   A. playful
   B. serious
   C. awestruck
   D. sarcastic
   E. bored

8. In “The Secret,” how do the girls, whom the speaker has never met, affect the speaker’s life?
   A. The girls’ interest benefits the speaker’s book sales.
   B. The girls tell the speaker the secret they have discovered.
   C. The girls both become poets, which makes the speaker very happy.
   D. The speaker no longer feels the need to keep working.
   E. The speaker is moved by the girls’ enthusiasm for life.

9. Based on “The Secret,” one can assume that the speaker regards poetry as
   A. boring.
   B. mysterious.
   C. entertaining.
   D. complicated.
   E. straightforward.

**Essay**

*for The Secret/Poetry*

10. A theme is a central message or perception about life that is revealed through a literary work. In a paragraph, identify the theme of each poem. Support your responses with evidence from the text. Finally, compare and contrast the themes of these two poems and determine whether they support one another. Support your argument with logical reasoning and evidence from the two selections.
Sympathy/Caged Bird/“Hope” is the thing with feathers, page 404

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Sympathy/Caged Bird/“Hope” is the thing with feathers

1. From where does Dunbar’s caged bird send his prayer?
   A. from the deep core of his heart
   B. from the bottom of his soul
   C. from the back of his mind
   D. from the tips of his toes
   E. None of the above

2. In “‘Hope’ is the thing with feathers,” hope is compared to
   A. a storm.
   B. a songbird.
   C. a cloud.
   D. a golden fish.
   E. a young child.

3. In “Caged Bird,” what does a free bird dare to do?
   A. shout on a nightmare scream
   B. stand on the grave of dreams
   C. sing of freedom
   D. claim the sky
   E. clip his wings

4. If the caged bird of either poem was freed, would its behavior differ from that of a bird that was always free?
   A. Yes, the newly freed bird would not know how to float downstream.
   B. Yes, the newly freed bird would not leap on the back of the wind.
   C. Yes, the newly freed bird would probably remember the cage and value its freedom more.
   D. Yes, the caged bird would choose to remain in its cage.
   E. No, it would act the same as the bird that was always free.
5. In “Sympathy,” why does the caged bird beat its wings against the bars of the cage?
   A. to communicate with other birds
   B. because it is hungry
   C. to get humans’ attention
   D. it wants to be out of the cage
   E. All of the above

6. What does the description of the free bird in “Caged Bird” suggest about the free bird?
   A. The free bird is happy.
   B. The free bird is arrogant.
   C. The free bird has no worries.
   D. None of the above
   E. All of the above

7. According to “Sympathy,” which season is most difficult for the caged bird to endure?
   A. spring
   B. summer
   C. fall
   D. winter
   E. None of the above

8. What is the effect of repeating the third stanza at the end of “Caged Bird”?
   A. It is meant to “wrap up” or bring the poem to its conclusion.
   B. It reminds readers of an important image.
   C. It brings the focus back to the main idea of the poem.
   D. It gives the poem a musical quality.
   E. All of the above

9. “Sympathy” and “Caged Bird,” both indicate that
   A. we should all fight for security.
   B. if you work hard, you will succeed.
   C. it is impossible to ignore suffering.
   D. imprisonment causes suffering.
   E. it is better to feel safe than to be free.

10. Which of the following do you think Angelou and Dunbar considered most in organizing the stanzas of their poems?
    A. that images appear in chronological order
    B. the shape and dimension of the poem on the page
    C. balancing literal and figurative images
    D. contrasting images of freedom and imprisonment
    E. None of the above
11. In “Sympathy,” why does the speaker claim, “I know what the caged bird feels, alas!”
   A. He feels that society does not let him be free.
   B. He wrote this poem while serving time in prison.
   C. He keeps birds as pets.
   D. He has studied both free birds and caged birds.
   E. His mother kept birds as pets during his childhood.

Essay for Sympathy/Caged Bird

12. Both Dunbar and Angelou suggest that birds in cages want to be free. Why do you think the poets identify with the caged bird’s desire to be free? What experiences might a person have that make him or her feel caged? Write a paragraph explaining how these poems can translate to human experiences. Use details from the selections to support your response.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

_The Song of Wandering Aengus/Aengus_, page 414

1. Why does the speaker go to the hazel wood?
   A. to find the “glimmering girl”
   B. a “fire” is in the speaker’s head
   C. to go hunting
   D. because he is kicked out of town
   E. because he is confused

2. What does the speaker catch?
   A. a trout
   B. a wife
   C. a thief
   D. a deer
   E. a cold

3. According to the Primary Source Connection, Aengus was considered the Irish god of
   A. war.
   B. wisdom.
   C. mercy.
   D. love.
   E. death.

4. Once the speaker finds the girl, what will they do “till time and times are done”?
   A. pluck silver and golden apples
   B. sing songs of silver and gold
   C. live in golden happiness
   D. fish for the silver trout
   E. wander through golden hills

5. What effect does the trout’s transformation have on the speaker’s life?
   A. He now avoids rivers and streams.
   B. He is left searching for the girl.
   C. He loses the will to live.
   D. He decides to start a family.
   E. He wishes to become a fish.
6. The speaker’s attitude toward his search for the girl is one of
   A. acceptance.
   B. cautiousness.
   C. fear.
   D. sorrow.
   E. determination.

7. Which of the following sentences best summarizes the poem?
   A. Aengus catches a fish and a glimmering girl takes it from him; he
      now spends his days looking for her.
   B. Aengus frightens the glimmering girl away with the fire in his head;
      he must now spend eternity searching for her.
   C. Aengus and the glimmering girl meet in the woods and fall in love,
      but then they are driven apart.
   D. Aengus catches a fish that magically turns into a girl who then runs
      off; he now spends his days looking for her.
   E. Aengus will never be happy because he can’t keep his food, nor his
      girlfriend, from leaving him.

8. The Primary Source Connection and “The Song of Wandering
   Aengus” are similar in that in both stories Aengus must
   A. search for a girl.
   B. fight a monster.
   C. ask for help.
   D. transform into something else.
   E. recognize his loved ones.

9. Which of the following images does not represent a significant event or
   idea within “The Song of Wandering Aengus”?
   A. trout
   B. apple blossom
   C. glimmering girl
   D. silver apples
   E. golden apples

10. If this poem was meant to symbolize creativity, what might the poem’s
    theme, or central message, be?
    A. An idea can appear suddenly.
    B. Good ideas can be fleeting.
    C. Don’t give up on your ideas.
    D. Creativity is elusive.
    E. All of the above

Essay

for The Song of Wandering Aengus/Aengus

11. An allegory is a work in which characters, events, or settings symbolize, or
    represent, something else. This poem could be considered an allegory for a
    person who is aging. What details from the poem suggest this? Write a brief
    paragraph that explains the allegory of “The Song of Wandering Aengus.” Use
    details from the poem to support this thesis.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Universe

1. Which of the following phrases is repeated in the poem?
   A. “we think”
   B. “watch out”
   C. “stretching out”
   D. “dark sky”
   E. “our brains”

2. What is the main subject of the poem?
   A. our brains
   B. the sky
   C. the earth
   D. the universe
   E. the dark

3. What do we think we must “unspin”?
   A. the powers that spin it
   B. the laws that spin it
   C. the people that spin it
   D. the magic that spins it
   E. the dreams that spin it

4. What is the universe doing around us?
   A. collapsing
   B. dancing
   C. moving
   D. screaming
   E. stretching

5. Why might the author choose to repeat certain phrases, words, or sounds in this poem?
   A. to persuade or influence
   B. to emphasize ideas
   C. to create a musical effect
   D. Both B and C
   E. All of the above
6. The poem hints at the idea that
   A. humans created the universe just by thinking about it.
   B. the universe does not revolve around humans.
   C. humans would be able to accept that they are insignificant.
   D. the universe exists only to surround humans.
   E. humans are happy with the universe just “existing.”

7. Which of the following questions seems to be the most significant of those presented in the poem?
   A. Does the universe think?
   B. What does the universe think about?
   C. Must the universe have laws?
   D. What is the universe about?
   E. What role do humans have?

8. Why might the author have chosen to end the poem in the manner that she did?
   A. to place emphasis on the final question
   B. to wrap up the poem and give it closure
   C. to confuse the reader
   D. to show how the universe is a very tricky subject
   E. to leave the reader guessing what the author believes

Essay for The Universe

9. A theme is a central message or perception about life that is revealed through a literary work. Identify the theme of “The Universe.” Support your response with evidence from the selection and logical reasoning.
Sonnet/American Sonnet, page 426

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Sonnet/American Sonnet

1. What time of day is being described in “Sonnet”?
   A. nightfall
   B. mid-morning
   C. late afternoon
   D. early morning
   E. All of the above

2. Poet Billy Collins describes a picture postcard as a
   A. hat like Spenser.
   B. poem on vacation.
   C. carefully plowed field.
   D. woman’s heliocentric eyes.
   E. cathedral.

3. In “Sonnet,” what is the magic sponge capable of doing?
   A. bringing sleep to any child
   B. closing a person’s eyelids
   C. washing the world away
   D. cleaning up life’s difficulties
   E. wiping away an hour

4. According to “American Sonnet,” what will “pierce the familiar place where you remain”?
   A. the caption on a postcard
   B. a compression of emotions
   C. the wish that “you were here”
   D. images on the postcard
   E. knives from another country

5. According to “American Sonnet,” a postcard forces us to “pour our sentiments into measuring cups.” What might the poet mean by this statement?
   A. When you are writing a letter, you should first measure your sentiments and then only include the nice ones.
   B. Sending a postcard is like cooking—you need to follow the recipe.
   C. Postcards are not an effective way of communicating your sentiments to your loved ones.
   D. A postcard can only contain a few sentiments because it is small and won’t accommodate a lot of writing.
   E. The writer is confused and is trying to confuse the reader as well.
6. Which of the following traits could help a reader identify a poem as a sonnet?
   A. It is written in iambic pentameter.
   B. It is divided into an octave and a sestet.
   C. The poem contains fourteen lines.
   D. All of the above
   E. None of the above

7. “American Sonnet” indicates that
   A. postcards are not as valuable as handwritten letters.
   B. it is better to address your feelings while you are away.
   C. it is not easy to stay connected.
   D. you often miss what you do not have at any given time.
   E. postcards are able to describe everything we are feeling.

8. “Sonnet” questions whether
   A. sleep is good for the soul.
   B. one would choose to sleep forever.
   C. the day can be erased.
   D. there is value in sleeping.
   E. sleeping will cause more problems.

9. Which of the following words best describes the mood of the speaker in “Sonnet”?
   A. resigned
   B. joyful
   C. eager
   D. annoyed
   E. cautious

Essay

for Sonnet/American Sonnet

10. Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. Identify the tone of each poem. Then, compare and contrast them. How does each writer create the tone of his poem? Support your response using details from the selections.
Bread, page 430

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Bread

_____  1. In the first section of this poem, the person that the speaker addresses makes bread because
   A. it is his or her job.
   B. he or she has to feed a family.
   C. it is relaxing.
   D. he or she is hungry.
   E. he or she is bored.

_____  2. In the second section, which describes a famine, who is in the room with the reader?
   A. the reader's little sister
   B. the reader's neighbor
   C. the reader's child
   D. the reader's mother
   E. the reader's friend

_____  3. What question must the reader answer at the end of the section on famine?
   A. What do you put on the bread?
   B. Do you abandon your friends for a piece of bread?
   C. What do you do with the last piece of bread?
   D. Are you greedy?
   E. How difficult is it to imagine a famine?

_____  4. What will happen if the prisoner in the third section accepts the bread?
   A. No one will starve.
   B. Others will be released.
   C. The prisoner will be killed.
   D. Others will suffer.
   E. The prisoner will be praised.

_____  5. Which of the following is an example of a cause-and-effect context clue?
   A. She had been duped, so she didn't know it was all a joke.
   B. The house was infested, overrun with many rodents.
   C. The letter was subversive in nature, but no one realized it.
   D. None of the above
   E. All of the above
6. At the end of the German fairy-tale, the bloody bread implies that the
A. rich woman died while baking the bread.
B. rich woman died because she would not share the bread.
C. rich woman’s selfishness killed her sister’s children.
D. children put a curse on the rich woman’s food.
E. poor woman was out to kill her rich sister.

7. A symbol is anything that stands for or represents both itself and
something else. In the section about the prison, what does the yellow
bowl symbolize for the prisoner?
A. treachery
B. his or her comrades
C. comfort
D. the end of hunger
E. death

8. This prose poem might best be described as
A. a challenge to the reader to step outside his or her comfort zone.
B. a piece praising the reader and the choices he or she is sure to make.
C. a call to action for the reader to stop wasting food.
D. a criticism of the reader and his or her assumptions about life.
E. a story meant to surprise and entertain the reader.

9. This selection uses second-person point of view, which uses the word
“you” and addresses the reader directly. Why might the author have
chosen to use this particular point of view?
A. This point of view emphasizes the problems that arise when a
reader participates in a prose poem.
B. This point of view allows the writer to avoid problems of characters
and characterization.
C. This point of view is less confusing than other points of view.
D. This point of view forces the reader to consider the questions that
the author presents.
E. None of the above

Essay

for Bread

10. In a paragraph, analyze the author’s decision to write this piece as a prose
poem. Why do you think she chose to do this? Consider how this piece
might have been different if it were written as a conventional poem or as
conventional prose. Support your argument with logical reasoning and
examples from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Three Haiku/How to Haiku

1. To which sense do these three haiku appeal most?
   A. sight  
   B. sound  
   C. touch  
   D. taste  
   E. smell

2. What does the blind musician collect in his tin cup?
   A. a snowflake  
   B. soft music  
   C. a raindrop  
   D. spare change  
   E. hot coffee

3. According to the Informational Text Connection, haiku takes place
   A. in the future.  
   B. in the present.  
   C. in the past.  
   D. at night.  
   E. at any time.

4. The mood, or atmosphere, created by Virgilio’s haiku about the blind musician is one of
   A. thankfulness.  
   B. anger.  
   C. loneliness.  
   D. irritation.  
   E. forgiveness.

5. What might be meant by the line “where stalwart soldiers/once dreamed a dream”?
   A. where soldiers died  
   B. where soldiers fought  
   C. where soldiers rested  
   D. All of the above  
   E. None of the above
6. What do each of the three haiku have in common?
   A. emotional imagery
   B. metallic images
   C. elements of nature
   D. physical activity
   E. All of the above

7. The three haiku seem to indicate that
   A. nature will carry on regardless of the human experience.
   B. nature will go out of its way to accommodate humans.
   C. humans care little about their effect on nature.
   D. humans and nature cannot live in harmony.
   E. None of the above

8. Which of the three haiku follows the criteria outlined in the Informational Text Connection, “How to Haiku”?
   A. summer grasses
   B. the blind musician
   C. driving
   D. All of the above
   E. None of the above

Essay

for Three Haiku/How to Haiku

9. The Informational Text Connection, “How to Haiku,” notes that haiku should offer the reader insight into an experience. Select one of the three haiku that you have read and describe what insight can be gleaned from it. Explain why the author may have found this insight important to share.
The Past, page 440

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Past

_____ 1. What will the speaker create with his or her past?
   A. a kite
   B. a boat
   C. shoes
   D. guns
   E. a garden

_____ 2. The speaker compares his past to
   A. his mother.
   B. a tree.
   C. some trash.
   D. his shadow.
   E. None of the above

_____ 3. A symbol is anything that stands for, or represents, both itself and something else. What does the image of a harbor symbolize in this poem?
   A. adventure
   B. security
   C. traveling
   D. information
   E. wealth

_____ 4. Which of the following best describes “the adventure of a kite”?
   A. The freedom to travel, happy and unafraid.
   B. Never traveling too far from home, feeling tied down.
   C. Fearless adventures, daring escapes.
   D. Never leaving the ground, wanting to travel but being too afraid.
   E. A serious adventure, filled with plotted maps and strict rules.

_____ 5. Which of the following lines supports the idea that the past creates a person’s identity?
   A. “As my shadow appears whenever I’m in the sun”
   B. “If you enter his property without permission/he will welcome you with a watchdog or a gun.”
   C. “His voyage is the adventure of a kite.”
   D. “But I saw someone wall his past into a garden/whose produce is always in fashion.”
   E. “the past cannot be thrown off and its weight/must be borne, or I will become another man.”
6. The poem indicates that
   A. the past should be ignored and avoided.
   B. people place too much emphasis on their pasts.
   C. no one is comfortable discussing the past.
   D. the past takes a different role for different people.
   E. All of the above

Read the following passage from “The Past.” Then answer the question(s) below.

But I saw someone wall his past into a garden
whose produce is always in fashion.
If you enter his property without permission
he will welcome you with a watchdog or a gun.

7. In this passage, why does the man welcome people with a watchdog or a gun?
   A. He wants to protect his past from strangers.
   B. He doesn’t want people copying his ideas.
   C. He doesn’t want people stealing his produce.
   D. He wants everyone to have some form of protection.
   E. All of the above

8. What might be meant by the first and second line of this passage?
   A. The man’s produce is briefly popular, but loses its appeal quickly.
   B. Keeping his past near his produce is hurting the man’s sales.
   C. The man benefits from concealing his past and using it to his advantage.
   D. The man is unwise for concealing his past from his neighbors.
   E. Everyone likes vegetables!

Essay

for The Past

9. A theme is a central message or perception about life that is revealed through a literary work. In a paragraph, identify the theme of “The Past” and explain how you came to that conclusion. Use examples from the poem to support your response.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Fifteen

1. Besides the motorcycle, what else does the speaker find in the grass?
   A. a skeleton
   B. a gold watch
   C. a lost dog
   D. a person
   E. a shoe

2. During which season does the poem take place?
   A. spring
   B. summer
   C. fall
   D. winter
   E. No season is specified.

3. What happened to the owner of the motorcycle?
   A. He flipped over the rail.
   B. He got lost in the woods.
   C. He died in the crash.
   D. He was hit by a truck.
   E. He lost his vision.

4. What is significant about how the speaker describes the motorcycle?
   A. The speaker describes the bike as though it were a powerful god.
   B. The speaker seems to be afraid of the machine.
   C. The speaker seems to regard the motorcycle with distaste.
   D. The speaker describes the bike as though it will disappear.
   E. The speaker refers to the bike as if it were his friend.

5. What is the speaker tempted to do?
   A. burn the bike
   B. ride to town on the bike
   C. ride away on the bike
   D. sell the bike
   E. call the police
6. The speaker feels that the motorcycle would offer him
   A. fame.
   B. fortune.
   C. freedom.
   D. fortification.
   E. fruitcake.

7. How might the owner’s condition affect the speaker’s view of the motorcycle?
   A. It might make him consider the dangers of riding.
   B. It might convince him to ride fast if he ever has the chance.
   C. It might make him regret his final decision.
   D. It might make him lose respect for the rider and the bike.
   E. It might give him nightmares.

8. Why might the author have chosen to repeat the line “I was fifteen” throughout the poem?
   A. to emphasize the speaker’s age
   B. to emphasize the importance of that day in the speaker’s life
   C. to bore the reader
   D. All of the above
   E. Both A and B

Essay

9. A conflict is a struggle between two forces in a literary work. In an external conflict, the main character struggles against another character, the forces of nature, society or social norms, or against fate. In an internal conflict, the main character struggles against some element within himself or herself. In a paragraph, identify the type of conflict that occurs in “Fifteen” and explain how the conflict is introduced, developed, and whether it is finally resolved. Does the speaker benefit from this conflict? Support your response with details from the poem.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Hanging Fire

_____ 1. How old is the speaker?
   A. twelve
   B. fourteen
   C. sixteen
   D. eighteen
   E. twenty-one

_____ 2. The speaker cannot live without the boy who still does what?
   A. sleeps with a night-light
   B. cries for his mother
   C. sucks his thumb
   D. plays with trucks
   E. wets the bed

_____ 3. Where is the speaker’s mother?
   A. at the store
   B. in the bedroom
   C. across the street
   D. in the kitchen
   E. at work

_____ 4. What does it mean to say that the speaker is “hanging fire”?
   A. She is laying her problems out for everyone to see.
   B. She is blaming her problems on someone else.
   C. She is confused and unable to understand things.
   D. She has given up and wants to stay indoors.
   E. She is waiting for something bad to happen.

_____ 5. The poem is told from the point of view of
   A. the author.
   B. a young girl.
   C. a young boy.
   D. the reader.
   E. the momma.
6. What does the repetition of “and momma’s in the bedroom/with the door closed” imply about the way the speaker feels?
   A. It shows that the speaker is afraid for no reason.
   B. It implies that momma is the source of all of the speaker’s problems.
   C. It implies that the speaker blames her problems on her mother.
   D. It shows that the speaker is concerned about her mother.
   E. None of the above

7. The poem indicates that
   A. adults are not always able to help young people with their problems.
   B. young people do not always know how to calm their own fears.
   C. problems at home often overshadow other problems.
   D. young people have many concerns and anxieties.
   E. All of the above

8. The line “Momma’s in the bedroom with the door closed” is repeated in this poem
   A. for emphasis.
   B. because the form requires it.
   C. five times.
   D. but it is not important to the poem.
   E. None of the above

Essay

for Hanging Fire

9. Lorde repeats the lines “and momma’s in the bedroom/with the door closed” throughout the poem. What do these lines mean? What is Lorde trying to express? Why does she repeat these lines? Write a short essay interpreting the lines. Use information from the selection to support your response.
Theme for English B, page 446

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Theme for English B

1. What assignment does the instructor give the students in his class?
   A. to write a page
   B. to write an essay
   C. to write test questions
   D. to write a novel
   E. to write a screenplay

2. Where is the speaker staying?
   A. at the dorms at Columbia University
   B. at his apartment in New York City
   C. at a friend’s house in Harlem
   D. at the Harlem Branch Y
   E. at the Hilton

3. What does the college’s hill overlook?
   A. a farm
   B. Durham
   C. Columbia
   D. Winston-Salem
   E. Harlem

4. Consider the following lines:
   “I feel and see and hear. Harlem, I hear you:
   hear you, hear me—we two—you, me talk on this page.”

   What might the speaker mean by these lines?
   A. He can hear the people of Harlem through his window.
   B. He and the people of Harlem are connected and understand each other.
   C. Harlem is loud and noisy, and it ignores the speaker.
   D. He and the people of Harlem collaborated on his assignment.
   E. All of the above
5. Identify the line from the poem in which the speaker sets himself apart from others.
   A. “I like to eat, sleep, drink, and be in love.”
   B. “I guess being colored doesn’t make me not like/the same things other folks like who are other races.”
   C. “I am the only colored student in my class.”
   D. “I like to work, read, learn, and understand life.”
   E. None of the above

6. *Tone* is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following best describes the tone of this poem?
   A. accusatory
   B. playful
   C. sarcastic
   D. sincere
   E. deceptive

7. The speaker believes his identity is created by
   A. what he feels, sees, and hears.
   B. where he comes from.
   C. what others think of him.
   D. those he associates with.
   E. his dreams and goals.

8. Which of the following words best describes the speaker’s attitude toward the instructor?
   A. hostile
   B. civil
   C. disrespectful
   D. welcoming
   E. enamored

**Essay**

*for Theme for English B*

9. A *theme* is a perception about life that is revealed through a literary work. In a paragraph, describe the theme of this poem. Support your response with evidence from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

To be of use/For the young who want to, page 448

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1. Which of the following is not used to describe hard workers in “To be of use”?
   A. seals
   B. ox
   C. water buffalo
   D. pitchers
   E. dogs

2. According to “For the young who want to,” what does every artist lack?
   A. a hobby
   B. a license
   C. a personality
   D. a job
   E. a soul

3. According to “For the young who want to,” you may be a certified dentist even if
   A. you are not good at it.
   B. you do not like people.
   C. you’re not an artist.
   D. you wanted to be a vet.
   E. you can’t read.

4. Based on these two poems, it is clear that Piercy values
   A. friendship.
   B. leaders.
   C. hard work.
   D. loyalty.
   E. cream pie.

5. One conflict described in “For the young who want to” is the conflict between
   A. the speaker and most artists.
   B. dentists and opticians.
   C. artists and their peers.
   D. the speaker and the reader.
   E. workshop instructors and people with talent.
6. *Tone* is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following best describes the tone of “To be of use”?
   A. assertive
   B. deceptive
   C. shocked
   D. fearful
   E. joyful

7. *Tone* is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following best describes the tone of “For the young who want to”?
   A. spiteful
   B. passionate
   C. cautionary
   D. nervous
   E. calm

8. “To be of use” indicates that hard workers
   A. are easy to find.
   B. should share the reward.
   C. make others look bad.
   D. should be praised.
   E. are uncomfortable.

9. After reading “For the young who want to,” one can infer that Marge Piercy
   A. does not like opticians.
   B. knits as a hobby.
   C. earned her M.F.A.
   D. has met disparaging people.
   E. has a strong portfolio.

Essay

**for To be of use/For the young who want to**

10. A *theme* is a central message or perception about life that is conveyed through a literary work. A theme is not the same as a topic or subject—rather, it is a broad statement about a topic. Both of these poems deal with the topic of work. In a paragraph, identify the theme of each poem and note any overlapping between the two themes. Support your responses using information from the selections.
What Are Friends For, page 452

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for What Are Friends For

1. What was not made for sick Jane?
   A. a loaf of bread
   B. a casserole
   C. a bowl of soup
   D. a quilt
   E. a phone call

2. In the poem, who asks the title question, “What are friends for”?
   A. the poet
   B. the speaker
   C. the speaker’s mother
   D. the speaker’s friend
   E. sick Jane

3. According to the poem, what do friends do in the end?
   A. leave you
   B. touch you
   C. hug you
   D. hurt you
   E. help you

4. The speaker and her mother don’t seem to agree on the value of
   A. hard work.
   B. relationships.
   C. honesty.
   D. loyalty.
   E. pain.

5. Tone is the emotional attitude toward the reader or toward the subject matter implied by a literary work. Which of the following words best describes the tone in which the title question is asked?
   A. nervous
   B. worried
   C. kind
   D. thoughtful
   E. resentful
6. What might be the reason the title question is asked in such a tone?
   A. Someone frightened or threatened the person.
   B. Someone helped the person.
   C. Someone ignored or forgot about the person.
   D. Someone sent a care package.
   E. Someone was very generous.

7. One might describe the speaker as
   A. realistic.
   B. fake.
   C. dumb.
   D. loony.
   E. romantic.

8. This poem indicates that friends
   A. are not worth the effort.
   B. could be better if they tried.
   C. are better than family members.
   D. enrich a person’s life.
   E. play with our emotions.

Essay

for What Are Friends For

9. Mood, or atmosphere, is the emotion created in the reader by part or all of a literary work. The writer can evoke an emotional response in the reader by working carefully with descriptive language and sensory details. In a paragraph, identify the mood of “What Are Friends For.” How does this mood change during the poem? How does the poet create this change? Support your response using details from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Women

_____ 1. What did the women do with their hands?
   A. ironed shirts  
   B. washed dishes  
   C. opened books  
   D. held each other up  
   E. dug graves

_____ 2. “Women” contains strong statements about which of the following?
   A. women’s strength  
   B. equal opportunities  
   C. education  
   D. All of the above  
   E. A and C

_____ 3. What kind of voices did the women have?
   A. husky  
   B. childish  
   C. strong  
   D. musical  
   E. sweet

_____ 4. What was the goal of these women?
   A. to earn the right to vote  
   B. to give their children an education  
   C. to earn a better wage  
   D. to end racial segregation  
   E. to lead an army against men
5. What does it mean that the women used their fists as well as their hands?
   A. Their hands were tired from work.
   B. They were unable to complete tasks.
   C. They were determined and tough.
   D. They were unsure of themselves.
   E. None of the above

6. What might the speaker want her generation to pass on to their children?
   A. the desire to earn money
   B. a respect for past generations
   C. a feeling of vengeance
   D. the power to start and win a war
   E. a feeling of superiority

7. Why did the women want their children to know the things they did not know?
   A. They wanted their children to have better lives than they had.
   B. They were not intelligent and struggled with basic skills.
   C. Children can benefit from outsmarting their parents.
   D. They knew the world was tired of dealing with uneducated women.
   E. They were afraid their children would succeed and forget about them.

Read the following passage from "Women." Then answer the question(s) below.

How they led
Armies
Headragged Generals
Across mined
Fields
Bobby-trapped
Ditches
To discover books
Desks
A place for us

8. In this passage, what might the “Armies” represent?
   A. the U.S. military
   B. other women
   C. other countries
   D. men in power
   E. the president
9. In this passage, what might the “mined/Fields” and “Booby-trapped/Ditches” represent?
   A. a battleground
   B. the hopes of women everywhere
   C. the education of boys
   D. support from other women
   E. resistance in society

**Essay**

*for Women*

10. How are the women portrayed in this poem? What do they look and sound like? How do they behave? Why? What do they know, and what do they not know? How do they seem to treat their children?

   In a paragraph, describe the women as Walker portrays them in this poem. What is her overall point about the women? Use examples from the poem to support your response.
Combing, page 456

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Combing

_____ 1. What do women do for each other in this poem?
   A. cook for each other
   B. fix each other’s hair
   C. sing to each other
   D. scold each other
   E. help each other with housework

_____ 2. What color appears throughout this poem?
   A. blue
   B. red
   C. orange
   D. yellow
   E. purple

_____ 3. According to the second stanza, what ticks in the “early hours before school”?
   A. the alarm clock
   B. her mother’s heels
   C. the family car
   D. the oven coils
   E. the teapot

_____ 4. What does the speaker mean when she says, “I take her place”?
   A. She remembers being a child.
   B. She lets her daughter braid her hair.
   C. She kicks her daughter out of the chair.
   D. She combs her mother’s hair.
   E. She no longer loves her daughter.

_____ 5. The repeated use of the same color throughout the poem suggests that it serves as a symbol—something that stands for or represents both itself and something else. What might this color symbolize for the speaker?
   A. comfort
   B. cleanliness
   C. anger
   D. punishment
   E. secrets
6. How, through this act, are women “plaiting the generations”?
A. They are forming the future generation by teaching them manners.
B. They are passing down the art of proper combing.
C. They are teaching servitude and respect to each young girl.
D. They are intertwining or connecting the experience in each generation.
E. All of the above

7. Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following words best describes the tone of this poem?
A. sheepish
B. playful
C. reflective
D. careless
E. irritated

8. The poem indicates that people
A. connect to each other through shared experiences.
B. need to have something in common in order to value each other.
C. hope for the best in all situations.
D. are ashamed of certain things.
E. do not always appreciate past generations.

9. Why might the author have chosen to describe both her daughter and her great-grandmother as having “downcast” faces?
A. to reinforce the notion of shame or acceptance
B. to reinforce the idea of obedience and respect
C. to reinforce the parent/child roles
D. to reinforce the connection between generations
E. to reinforce the idea that the person with the comb is in charge

Essay
for Combing

10. An author’s purpose is his or her aim, or goal, in writing a work of literature. In a paragraph, identify the author’s purpose for writing this poem. What clues in the poem help you to understand this? Support your answer with details from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

My Papa's Waltz, page 458

1. How does the speaker describe his father’s palm?
   A. “calloused from hard work”
   B. “caked hard by dirt”
   C. “scraped and raw”
   D. “large like a saucer”
   E. “lined with black grease”

2. Whose “countenance could not unfrown itself”?
   A. the speaker’s
   B. the speaker’s sister’s
   C. the speaker’s mother’s
   D. the speaker’s teacher’s
   E. the speaker’s father’s

3. What did the speaker scrape on his father’s buckle?
   A. his chin
   B. his cheek
   C. his arm
   D. his neck
   E. his ear

4. How does the speaker’s mother feel about the waltzing in the house?
   A. It makes her happy.
   B. She doesn’t think about it.
   C. It bothers her.
   D. She thinks they could do better.
   E. It offends her.

5. What is meant by the line “But I hung on like death:”?
   A. The boy would not let go.
   B. The boy felt sick.
   C. The boy had a loose grip.
   D. The boy was terrified.
   E. The boy hated his father.
6. What might the description of the father’s palms tell you about his occupation?
   A. He is a hard worker.
   B. He works outdoors.
   C. He works in a dangerous occupation.
   D. He works in an office.
   E. He is an auto mechanic.

7. This poem indicates that
   A. boys and men do not enjoy dancing.
   B. wives are jealous of their husbands.
   C. young men want to be just like their dads.
   D. children love to get attention from their parents.
   E. families have clear gender roles.

8. One might describe the speaker as
   A. weak.
   B. obnoxious.
   C. angry.
   D. determined.
   E. giddy.

Essay

for My Papa’s Waltz

9. An image is a picture formed in the mind of a reader. In a paragraph, identify which images are present in this poem and explain how the author creates these mental pictures. Why are they important to the poem? Support your responses with details from the selection.
Lesson Test

My Father’s Song, page 460

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for My Father’s Song

___ 1. Whom does the speaker miss?
   A. his father
   B. his mother
   C. his brother
   D. his wife
   E. his son

___ 2. What did the speaker’s father find in the moist sand?
   A. a snake pit
   B. a rabbit hole
   C. a molehill
   D. a mouse nest
   E. a beaver dam

___ 3. What does the speaker remember about the sand?
   A. It was soft and damp.
   B. It was dry and hot.
   C. It was hard and cracked.
   D. It was fine and smooth.
   E. It was gritty and cold.

___ 4. What does the speaker’s father do with the animals he finds?
   A. He destroys them out of fear.
   B. He takes them in and raises them.
   C. He places them out of harm’s way.
   D. He keeps them as pets.
   E. He befriends them.

___ 5. Assonance is the repetition of vowel sounds. Which of the following lines does not contain an example of assonance?
   A. “but this one particular time”
   B. “and told me to touch them”
   C. “tiny alive mice”
   D. “to show me an overturned furrow”
   E. All of the above
6. What does the speaker’s memory tell you about his relationship with his father?
   A. He does not respect his father’s choices.
   B. He loves and respects his father.
   C. He wishes his father were a stronger man.
   D. He believes his father is too emotional.
   E. He and his father grew apart.

7. What “things” might the speaker’s father have said to his son?
   A. He might have told his son about working the land.
   B. He might have told his son about his view of life.
   C. He might have told his son about the need for compassion.
   D. He might have told his son about what it means to be a man.
   E. All of the above

8. The speaker’s experience seems to imply that
   A. we tend to forget or ignore the life lessons that people share with us.
   B. small, seemingly insignificant moments can shape a person.
   C. painful moments continue to affect our lives long after they occur.
   D. parenting is not a learned skill, but a natural one.
   E. it is not healthy to live in the past.

9. Based on his actions in the poem, with which statement would the speaker’s father most strongly agree?
   A. Respect your elders.
   B. Hard work never killed anyone.
   C. Live and let live.
   D. Only the strong survive.
   E. Real men play fair.

Essay

for My Father’s Song

10. What does this poem tell the reader about the speaker’s father? How does the speaker feel about his father? How can you tell? What does the father’s treatment of the animals he discovers say about his character?

   In a paragraph, describe the speaker’s father as he is depicted in this poem, making sure to include the feelings the speaker has for his father. Use examples from the poem to support your response.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Funeral

1. Who has died?
   A. the speaker
   B. the speaker’s brother
   C. the speaker’s mother
   D. the speaker’s father
   E. a hundred strong men

2. Who carries the coffin?
   A. the speaker
   B. the speaker’s siblings
   C. the speaker’s uncles
   D. the speaker’s father
   E. a hundred strong men

3. Gordon Parks won a fellowship with the Farm Security Administration for his work as a
   A. photographer.
   B. writer.
   C. poet.
   D. novelist.
   E. musician.

4. What might the phrase “after many snows” mean?
   A. The speaker doesn’t enjoy the winter months.
   B. Many years or winter seasons have passed.
   C. The speaker wanted to experience winter before he went back home.
   D. The speaker was only able to return home once there was enough snow.
   E. The speaker chose to leave his home during the winter months.

5. What actually whittled down the “great mountains” of the speaker’s youth?
   A. a natural disaster
   B. a local developer
   C. his or her own growth
   D. his or her poor memory
   E. termites
6. The poem is less about time and more about
   A. success.
   B. death.
   C. appearances.
   D. relationships.
   E. abuse.

7. What actually happened to the wide road of the speaker’s youth?
   A. He or she realized that it was just a regular old road.
   B. The road was destroyed by time.
   C. The road was torn down after the speaker left.
   D. The road no longer leads the way out of town.
   E. None of the above

8. The speaker’s tone, or attitude, in this poem could be best described as
   A. somber.
   B. careful.
   C. surprised.
   D. afraid.
   E. joyous.

9. How does hyperbole, or exaggeration for effect, add to this poem?
   A. Hyperbole makes it obvious that the speaker is lying.
   B. Hyperbole clears up any questions the reader might have.
   C. Hyperbole creates a musical element within the poem.
   D. Hyperbole is used to confuse the reader.
   E. Hyperbole helps to illustrate the speaker’s perspective.

Essay

for The Funeral

10. In a paragraph, explain what you can infer from this poem about the speaker and the speaker’s relationship with his father. Support your response with evidence from the poem.
since feeling is first, page 464

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for since feeling is first

1. According to the poem, what is a “better fate/than wisdom”?
   A. kisses
   B. reason
   C. emotion
   D. faith
   E. death

2. What does the speaker swear by?
   A. kisses
   B. his or her heart
   C. the grave
   D. flowers
   E. nothing

3. What does the speaker wish to be “while Spring is in the world”?
   A. a poet
   B. a wise man
   C. a fool
   D. a child
   E. in love

4. Which of the following statements best describes the meaning of the line “who pays attention/to the syntax of things/will never wholly kiss you;”?
   A. Paying attention to something other than love is a waste of time.
   B. Anyone who follows the rules is not allowing his or herself to enjoy life.
   C. Syntax allows people to understand their own relationships.
   D. It is not possible to have emotions when you pay attention to people.
   E. None of the above

5. Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following words best describes the tone of this poem?
   A. serious
   B. angry
   C. old-fashioned
   D. playful
   E. confident
6. The poem indicates that it is
   A. better to be a fool with emotion than someone who follows the rules.
   B. better to be in a bad relationship than to be alone.
   C. unwise to show someone your true emotions unless you know they agree.
   D. best to avoid falling in love with anyone who is unintelligent.
   E. difficult to be rejected by someone you love.

7. Which of the following words best describes the speaker of the poem?
   A. persistent
   B. rude
   C. shy
   D. clumsy
   E. frightening

8. Read the following lines from the poem. Then answer the question below.

   we are for each other:then
   laugh, leaning back in my arms

   The writer might have chosen to remove the spaces between the words to represent
   A. the speaker’s lack of interest in the actions of the intended reader.
   B. the physical space between the speaker and the intended reader.
   C. the speaker’s goal of becoming closer to the intended reader.
   D. the speaker’s ignorance of the intended reader’s feelings.
   E. None of the above

**Essay**

*for since feeling is first*

9. A *theme* is a central message or perception about life that is revealed through a literary work. In a paragraph, determine the theme of the poem. Support your response with evidence from the text and logical reasoning.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Patterns

1. What is the speaker wearing?
   A. a hoop skirt
   B. a wedding dress
   C. an embroidered gown
   D. a military uniform
   E. a school uniform

2. What two colors are used to describe the speaker’s garment?
   A. silver and pink
   B. gold and blue
   C. cream and purple
   D. blue and white
   E. black and red

3. Which of the following words best describes the speaker’s reaction to the letter she received?
   A. cold
   B. uncaring
   C. hysterical
   D. stunned
   E. angry

4. What does the speaker vow to do upon hearing about the death of her beloved?
   A. She vows to sit beneath the lime tree until the end of time.
   B. She vows to walk the garden path all summer and winter.
   C. She vows to tear down the garden path.
   D. She vows to try to forget about her beloved and find someone new.
   E. She vows to hold a funeral that will honor her beloved.

5. What caused the death in this poem?
   A. a battle
   B. a marriage
   C. an illness
   D. a murder
   E. old age
6. Initially, what does the proposed marriage represent for the speaker of this poem?
   A. freedom
   B. independence
   C. poverty
   D. security
   E. death

7. Why might the author have chosen to include descriptions of beautiful imagery throughout the poem?
   A. It supports the notion of love and happiness that runs through the poem.
   B. It creates a beautiful atmosphere for the speaker to enjoy.
   C. It shows how insincere the speaker becomes at the news of her beloved’s death.
   D. It creates a striking contrast to the death of the speaker’s beloved.
   E. All of the above

8. The poem indicates that
   A. people should avoid daydreaming.
   B. love can conquer anything.
   C. everyone needs rules.
   D. it is important to set goals for oneself.
   E. expectations can lead to disappointment.

9. Consider how the word “pattern” is used in the poem. Which of the following might the speaker describe as a pattern?
   A. marriage
   B. death
   C. a woman’s role in society
   D. a man’s role in society
   E. All of the above

Essay

for Patterns

10. In a paragraph, explain why you believe the speaker describes the garden path in such detail. What causes the speaker to focus on the images in front of her? What does the garden path represent for her and how does its meaning change during the course of the poem? Support your response using details from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Courage

1. What is “as awesome as an earthquake”?
   A. the sound of an army
   B. the movement of the ocean
   C. a mother’s love
   D. a child’s first step
   E. a heart breaking

2. According to the poem, with what might a person bargain when near the end of life?
   A. the calendar
   B. their spouse
   C. the mirror
   D. death
   E. family

3. According to the poem, what would inspire a person to risk his or her own life to save someone else?
   A. courage
   B. love
   C. greed
   D. cowardice
   E. stupidity

4. What might “acid” represent in the lines “you drank their acid/and concealed it”?
   A. cruelty
   B. pain
   C. energy
   D. sweetness
   E. honesty

5. In this poem, the speaker cites a number of situations that require courage. Which situation below provokes fear of physical harm?
   A. “When they called you crybaby/or poor or fatty or crazy”
   B. “each spring will be a sword you’ll sharpen,”
   C. “... you powdered your sorrow./you gave it a back rub”
   D. “The first time you rode a bike,/wallowing up the sidewalk.”
   E. None of the above
6. Consider the following passage.

Next, my kinsman, you powdered your sorrow,
you gave it a back rub
and then you covered it with a blanket
and after it had slept a while
it woke to the wings of the roses
and was transformed.

Based on this passage, what allows a person’s sorrow to be “transformed”?
A. strength
B. pain
C. concentration
D. time
E. butterflies

7. According to this poem, how should a person deal with despair and sorrow?
A. They should alleviate the pain by shifting it to others.
B. They should forget it immediately, nothing good can come from dwelling on sadness.
C. Take time to address it, but then let it make you a stronger person.
D. Do not abandon it, always keep it in the forefront of your mind.
E. A truly courageous person should not have feelings of despair and sorrow.

8. With which definition of courage do you think Anne Sexton would agree?
A. Courage is being braver than expected.
B. Courage is giving your life for someone else.
C. Courage is standing up for your beliefs.
D. Courage is fighting death or another dark power.
E. Courage is living your life.

**Essay**

*for Courage*

9. What does the author of this poem seem to be saying about courage? What examples of courage are given? Do these examples have anything in common? What do they suggest about the nature of courage? In a paragraph, use evidence from the poem to explain how the author would define courage.
The Inspector-General, page 491

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Inspector-General

_____ 1. What mode of transportation does the Inspector-General take to reach the town of N?
   A. He walks.
   B. He takes a cab.
   C. He rides a horse.
   D. He takes a cart.
   E. He flies.

_____ 2. How do people know about the Inspector-General’s drinking habits?
   A. He doesn’t hide them from the public.
   B. He refrains from drinking at parties.
   C. His servants have talked about them.
   D. He joined a support group.
   E. He has been hounded by the media.

_____ 3. Why does the Inspector-General attempt to conceal his identity?
   A. He wants to take the town by surprise.
   B. He wants to get past the guards.
   C. He wants to be treated like an average citizen.
   D. He wants to take a private vacation.
   E. He wants to fight evil villains.

_____ 4. At the beginning of the story, what does the Inspector-General seem to assume about himself?
   A. that he is a poor Inspector-General
   B. that he is cunning
   C. that he terrifies people
   D. that he is difficult to work with
   E. that he cannot trust anyone

_____ 5. This one-act play could be categorized as
   A. a comedy.
   B. a tragedy.
   C. a romance.
   D. a thriller.
   E. an adventure.
6. Which of the following lines is an example of verbal irony?
   A. “Back we go, then boy. Home we go.”
   B. “The people aren’t half so frightened of him as they are of her.”
   C. “Oh, he creeps around all right.”
   D. “And then he pounces, yes?”
   E. “No, I mean, if no one knows he’s coming . . .”

7. Why did the old Inspector-General’s methods cause problems for the town of N?
   A. He exposed all of their secret plans to overthrow the government.
   B. His shouting kept the town’s children awake at night.
   C. It didn’t matter what they did for him, he was ignorant of their plans.
   D. He would eat all of their food and sleep in the best accommodations.
   E. No matter how they behaved, he assumed the worst.

8. The one-act play indicates that
   A. things are not always as they seem.
   B. people are trustworthy.
   C. it is unwise to brag about yourself.
   D. self-perceptions are often flawed.
   E. no one is safe from death.

9. Why does the Traveler decide he no longer wants to go to the town of N?
   A. He is beginning to feel ill.
   B. He realizes that he has been exposed.
   C. He discovers that he has been deceived.
   D. He is no longer worried about N.
   E. He is afraid that he will be harmed.

10. Why would the Inspector-General want to discuss himself during the journey to N?
    A. to boost his own ego
    B. to learn what people think about him
    C. to trap the Driver into saying something rebellious
    D. All of the above
    E. None of the above
Matching

for The Inspector-General

Choose the best description for each of the following.

A. Storyteller   D. the previous Inspector-General
B. Pyotr Pavlovich Posudin  E. the Driver
C. the housekeeper   F. the valet

_____  11. described as a “holy terror”
_____  12. hides his or her traveling bag
_____  13. introduces the Inspector-General
_____  14. told others how much the Inspector-General drinks
_____  15. described as “the one who wears the trousers”
_____  16. appears to be very observant

Essay

for The Inspector-General

17. This one-act play can be interpreted in two ways: either the Driver knows the Traveler’s true identity or he does not. In a paragraph, explain how these two different interpretations change the nature of the play. Which interpretation do you agree with and why? Support your response with information from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Tragedy of Romeo and Juliet Act I

1. It is clear from the first scene of the play that the Montagues and the Capulets are
   A. peaceful.
   B. enemies.
   C. hardworking.
   D. disobedient.
   E. cowardly.

2. Why will Romeo’s love, Rosaline, not return his affection?
   A. She is already married.
   B. She doesn’t find Romeo attractive.
   C. She has vowed not to fall in love.
   D. She is in love with another man.
   E. She thinks Romeo is annoying.

3. Which of the following is the best definition for the word *posterity* in the sentence “I recorded the event for posterity”?
   A. friends and family
   B. all future generations
   C. posting information
   D. proof
   E. discussion

4. How does Juliet react when her mother first speaks of a possible marriage and what does this reaction reveal about her character?
   A. She responds coolly; her reaction reveals that she is unwilling to accept the wishes of her parents.
   B. She begins to cry; her reaction reveals that she is not ready to be married.
   C. She barely reacts at all; her reaction reveals that she will abide by her parent’s wishes.
   D. She becomes excited; her reaction reveals that she is overjoyed with the prospect of marriage.
   E. She locks herself in her room; her reaction shows that she is whiny and spoiled.
5. An inciting incident is the event that sets in motion the play’s central conflict, or struggle. Which of the following events is the inciting incident in the first act of this play?
A. Prince Escalus threatens the two families.
B. Romeo is heartbroken after being rejected by Rosaline.
C. Romeo attends a party at the house of Capulet.
D. Juliet’s parents discuss her marriage prospects.
E. Romeo and Juliet meet and fall in love.

6. One might view Romeo’s attraction to Juliet as
A. too sudden.
B. only physical.
C. love at first sight.
D. expected.
E. All of the above

7. Based on her scenes in the first act of this play, what purpose might the character of the nurse serve during future points in the drama?
A. She will provide comic relief.
B. She will act as the voice of reason.
C. She will be the play’s central villain.
D. She will be Lady Capulet’s valued confidant.
E. She will act as a fortune teller.

8. In the prologue of Romeo and Juliet, the Chorus reveals what will happen at the end of the play. Why might Shakespeare have chosen to reveal the outcome of the play at the beginning?
A. to ruin the play for those who haven’t seen it yet
B. to prevent patrons from being surprised by the outcome
C. to assist patrons in understanding the play
D. to allow the patrons to leave the play early if necessary
E. to keep patrons from incorrectly guessing the outcome

Read the following passage from Act I, Scene IV. Then answer the question(s) on the next page.

MERCUTIO. Nay, gentle Romeo, we must have you dance.

ROMEO. Not I, believe me. You have dancing shoes
With nimble soles, I have a soul of lead
So stakes me to the ground I cannot move.

MERCUTIO. You are a lover, borrow Cupid’s wings,
And soar with them above a common bound.

ROMEO. I am too sore enpierced with his shaft
To soar with his light feathers, and so bound
I cannot bound a pitch above dull woe;
Under love’s heavy burthen do I sink.
9. In this passage, why does Romeo claim to have a “soul of lead” and thus no interest in dancing?
   A. He has killed someone.
   B. He is lovesick.
   C. He is afraid.
   D. He has forgotten how to love.
   E. He has hurt himself.

10. Which of the following statements best describes Romeo’s feelings in this passage?
   A. Love is hard but undeniable.
   B. Love has the ability to heal old wounds.
   C. Love can destroy one’s sorrow.
   D. Love is powerful and fulfilling.
   E. Love nothing and you will have a long life.

Matching

for The Tragedy of Romeo and Juliet Act I

Choose the best definition for each of the following.

A. adversary     E. grievance
B. augment       F. mutiny
C. fray          G. pernicious
D. flourish      H. transgression

11. revolt against authority
12. offense
13. wave in the air
14. fatal; deadly
15. opponent; enemy
16. noisy quarrel or fight
17. add to
18. complaint; cause of suffering

Essay

for The Tragedy of Romeo and Juliet Act I

19. A motif is any element that appears in one or more works of literature or art. What is suggested by Shakespeare’s use of the star motif in this play? What does the term “star-crossed lovers” mean? How do Romeo and Juliet fit this description?
   In a brief essay, explain how the use of the star motif is a fitting way to describe Romeo and Juliet’s fate. Do you agree or disagree with the notion of fate? Support your response using logical reasoning and details from the play.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Tragedy of Romeo and Juliet Act II

1. Where does Romeo see Juliet while he is in Capulet’s garden?
   A. on her balcony
   B. on the garden wall
   C. beneath the medlar tree
   D. through her bedroom window
   E. in the garden

2. By being in Capulet’s garden, Romeo risks his own
   A. marriage.
   B. love.
   C. dreams.
   D. life.
   E. mind.

3. Which of the following phrases best completes the sentence?
   He felt enmity for the coach, so he ____________________
   A. worked even harder
   B. decided to coach too
   C. sent him an apology
   D. fell asleep during practice
   E. stopped paying attention

4. What gives the lovers the power and means to meet?
   A. the nurse—she has the power to marry the two
   B. religion—they are allowed to go to confession alone
   C. creativity—they wear disguises and sneak out of the house
   D. money—they barter their way out of their parents’ homes
   E. freedom—neither is closely watched

5. Who or what is Romeo ready to renounce in exchange for Juliet’s love?
   A. Rosaline
   B. his friendship with Mercutio
   C. his hatred for the Capulets
   D. his religion
   E. his family
6. What does Friar Lawrence hope to achieve by marrying Romeo and Juliet?
   A. He hopes Romeo will become a Capulet.
   B. He hopes the Prince will congratulate him.
   C. He hopes the two families will end their feud.
   D. He hopes the Montagues and the Capulets will finally destroy one another.
   E. He hopes Romeo will realize that he is controlled by love.

7. Friar Lawrence’s opinion of Romeo’s changing love interests indicates that Friar Lawrence
   A. believes Romeo’s love is mainly based on physical attraction.
   B. is impressed by Romeo’s quick recovery from heartbreak.
   C. is ashamed of all mankind.
   D. does not think there is such a thing as true love.
   E. believes Juliet is Romeo’s one true love.

8. What might motivate the nurse to stall before delivering the message to Juliet?
   A. fear
   B. pity
   C. cruelty
   D. caution
   E. delight

Read the following passage from Act 2, Scene 3. Then answer the question(s) below.

FRIAR LAWRENCE. Holy Saint Francis, what a change is here!
Is Rosaline, that thou didst love so dear,
So soon forsaken? Young men’s love then lies
Not truly in their hearts, but in their eyes.
Jesu Maria, what a deal of brine
Hath wash’d thy sallow cheeks for Rosaline!
How much salt water thrown away in waste,
To season love, that of it doth not taste!
The sun not yet thy sighs from heaven clears,
Thy old groans yet ringing in mine ancient ears;
Lo here upon thy cheek the stain doth sit
Of an old tear that is not wash’d off yet.
If e’er thou wast thyself and these woes thine,
Thou and these woes were all for Rosaline.
And art thou chang’d? Pronounce this sentence then:
Women may fall, when there’s no strength in men.

9. In this passage, Friar Lawrence accuses Romeo of
   A. crying like a child.
   B. confusing infatuation with love.
   C. using Juliet to forget about Rosaline.
   D. becoming too depressed.
   E. bothering him during his prayers.
10. Consider the following line.

"Thy old groans yet ringing in mine ancient ears;"

What do the "old groans" refer to?
A. Romeo's solemn prayers
B. Romeo's newfound love for Juliet
C. Romeo's requests to marry
D. Romeo's heartsickness for Rosaline
E. Romeo's previous confessions

Matching

for The Tragedy of Romeo and Juliet Act II

Choose the best definition for each of the following.

A. chide  E. procure
B. discourse  F. rancor
C. dote  G. repose
D. predominant  H. singular

11. peace; rest; sleep
12. get or bring about by some effort
13. dominant; ruling; controlling
14. scold
15. adore; spoil; make much of
16. bitter hate; ill will
17. talk; converse
18. exceptional; unique

Essay

for The Tragedy of Romeo and Juliet Act II

19. What is your opinion of Romeo and Juliet's decision to get married? Do you think they should act upon their love for each other, or do you think they should follow their parents' wishes? Do you think it is right for them to be secretive about their marriage? Why, or why not?

Explore the answers to these questions in a brief essay. Make sure to support your opinions with specific evidence from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Tragedy of Romeo and Juliet Act III

_____ 1. To whom is Prince Escalus related?
   A. Romeo  
   B. Juliet  
   C. Benvolio  
   D. Mercutio  
   E. Tybalt

_____ 2. Lord Capulet reacts with __________ when Juliet attempts to refuse to marry Paris.
   A. violence  
   B. relief  
   C. outrage  
   D. horror  
   E. joy

_____ 3. Which of the following phrases best completes the sentence?
   The horse was very agile and therefore was __________.
   A. difficult to train  
   B. the best horse for the child's party  
   C. constantly falling asleep  
   D. encouraged to stay in the barn  
   E. good at jumping over barrels

_____ 4. Which of the following is the best synonym for disposition in the sentence “His disposition was calming”?
   A. background  
   B. career  
   C. nature  
   D. opinion  
   E. speech

_____ 5. What do Romeo’s actions during the duel between Mercutio and Tybalt reveal about him?
   A. that he is a bad fighter  
   B. that he wanted Mercutio to die  
   C. that he hoped to maintain peace  
   D. that he doesn’t believe in fighting  
   E. that he will not be insulted
6. Consider the judgment the Prince imposes on Romeo for the death of Tybalt. What desire motivates the Prince to make this judgment?
A. a desire for justice  
B. a desire for revenge  
C. a desire for mercy  
D. a desire for war  
E. a desire for friendship

7. Mood, or atmosphere, is the emotion created in the reader by part or all of a literary work. Which of the following words best describes the overall mood of Act III?
A. joyous  
B. hopeful  
C. fearful  
D. gloomy  
E. suspenseful

8. Benvolio could best be described as
A. brave and brash.  
B. carefree and creative.  
C. sad and solemn.  
D. thoughtful and trustworthy.  
E. whiny and wicked.

9. Dramatic irony is when something is known by the reader or audience but is unknown to the characters. Shakespeare uses dramatic irony often throughout this play. What feeling might he have wanted to create in the audience by using this technique?
A. tranquility  
B. power  
C. anger  
D. apprehension  
E. happiness

Read the following passage from Act III. Then answer the question(s) on the next page.

JULIET. Well, thou hast comforted me marvellous much.  
Go in, and tell my lady I am gone,  
Having displeas’d my father, to Lawrence’ cell,  
To make confession and to be absolv’d.

NURSE. Marry, I will, and this is wisely done. Exit.

JULIET. [She looks after NURSE.] Ancient damnation! O most wicked fiend!  
Is it more sin to wish me thus forsworn,  
Or to dispraise my lord with that same tongue  
Which she hath prais’d him with above compare  
So many thousand times? Go, counsellor,  
Thou and my bosom henceforth shall be twain.  
I’ll to the friar to know his remedy;  
If all else fail, myself have power to die. Exit.
10. Foreshadowing is the act of presenting hints to events that will occur later in the story. What event is foreshadowed within this passage?
   A. the death of Paris  
   B. Romeo’s death  
   C. Juliet’s marriage to Paris  
   D. Friar Lawrence’s mistake  
   E. Juliet’s suicide

Matching

for The Tragedy of Romeo and Juliet Act III

Choose the best definition for each of the following.

A. abhor  
B. adversity  
C. asunder  
D. denote  
E. dexterity  
F. discord  
G. eloquence  
H. submission

11. yielding; surrendering  
12. skill in using one’s hands or body  
13. speech or writing that is vivid, forceful, and persuasive  
14. misfortune; hardship; suffering  
15. indicate  
16. harsh or unpleasant sound; lack of agreement or harmony  
17. far apart; widely separated  
18. hate; detest

Essay

for The Tragedy of Romeo and Juliet Act III

19. What ultimatum is given to Juliet by her father? How would you react if you were in a similar situation? Pretend you are Juliet and, in the style of a diary entry, describe your feelings about the ultimatum that your father has set before you. Explain whether you agree or disagree with your father and why. Be sure to support your writing with details from the play.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Tragedy of Romeo and Juliet Act IV

1. Lord Capulet is so pleased that Juliet is no longer defying him that he
   A. postpones the wedding.
   B. buys her a wedding dress.
   C. breaks into song and dances around.
   D. moves the wedding up a day.
   E. asks her why she initially protested.

2. During Act IV, the Capulet house is preparing for
   A. a wedding.
   B. a funeral.
   C. a party.
   D. a dinner.
   E. a birthday.

3. Everyone assumes that Juliet is upset about Tybalt’s death, when she is really upset about
   A. her father’s demands.
   B. Mercutio’s death.
   C. not being with her husband.
   D. Paris’s lack of understanding.
   E. being married twice in one week.

4. Why does Juliet go to Friar Lawrence for help?
   A. He got her into this mess, so it is his job to get her out of it.
   B. He is the only one who can convince her father not to go through with the marriage.
   C. He is the only remaining person that she can trust.
   D. He can stop the marriage between Juliet and Paris.
   E. He knows how to bend the law so that she doesn’t have to follow her father’s instructions.

5. Which of the following characters offers the most support to Romeo and Juliet during the first four acts?
   A. Prince Escalus
   B. Paris
   C. Nurse
   D. Friar Lawrence
   E. Lord Capulet
6. Juliet’s father could best be described as
   A. old-fashioned and irritable.
   B. controlling and cruel.
   C. a softy with a heart of gold.
   D. careful and overly protective.
   E. quiet and unapproachable.

7. Act IV seems to indicate that people will
   A. often abandon their families for fleeting romances.
   B. go to great lengths to be with the one they love.
   C. do many things to get ahead in life.
   D. hurt those they love in order to avoid breaking the law.
   E. risk their lives for their families and friends.

8. Verbal irony is when a writer or character says one thing but means another. Shakespeare includes verbal irony in many of Juliet’s lines, including the following:

   PARIS. Happily met, my lady and my wife!

   JULIET. That may be, sir, when I may be a wife.

   The purpose of using verbal irony in the play is to
   A. allow Juliet to be honest without upsetting others.
   B. provide comic relief in an otherwise tragic play.
   C. create interesting wordplay for the reader.
   D. allow Juliet to respond in the expected manner but stay true to
      Romeo.
   E. All of the above

Read the following passage from Act IV. Then answer the question(s) below.

   JULIET. . . . O, if I wake, shall I not be distraught,
   Environed with all these hideous fears,
   And madly play with my forefathers’ joints,
   And pluck the mangled Tybalt from his shroud,
   And in this rage, with some great kinsman’s bone,
   As with a club, dash out my desp’rate brains?
   O, look! methinks I see my cousin’s ghost
   Seeking out Romeo, that did spit his body
   Upon a rapier’s point. Stay, Tybalt, stay!
   Romeo, Romeo, Romeo! Here’s drink—I drink to thee.

9. According to this passage, what concerns Juliet most?
   A. that she will not reunite with Romeo
   B. that she will go mad with fright
   C. that she will anger Tybalt’s ghost
   D. that she will die in the tomb
   E. that Romeo will leave her there
10. In this passage, Juliet asks Tybalt’s ghost to
   A. not seek vengence against her.
   B. wait for her.
   C. help her find Romeo.
   D. leave Romeo alone.
   E. come back to life.

Matching

for The Tragedy of Romeo and Juliet Act IV

Choose the best description for each of the following.

   A. Lord Capulet  D. Friar Lawrence
   B. Lady Capulet  E. Paris
   C. Nurse        F. Juliet

11. wants to help prepare Juliet for her wedding day, but is turned away
12. asks for forgiveness, but is being deceptive in doing so
13. has no desire to delay the wedding
14. plans to stay up and get the house ready for the wedding
15. discovers Juliet the morning of her wedding
16. is praised for helping resolve the family crisis

Essay

for The Tragedy of Romeo and Juliet Act IV

17. The role of Friar Lawrence is very important to the plot of this play. How would you describe him? What effect does he have on the development of the plot? How would this play be different if he was not included in the plot? In a brief essay, explore the answers to these questions. Make sure to use specific evidence from the text to support your responses.
The Tragedy of Romeo and Juliet Act V/The Argument/Purgatory/Romeo and Juliet Over the Centuries, page 600

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Tragedy of Romeo and Juliet Act V/The Argument/Purgatory/ Romeo and Juliet Over the Centuries

1. What prevents Friar Lawrence’s letter from reaching Romeo?
   A. A flood prevents the messenger from reaching Mantua.
   B. The messenger is detained in a quarantine.
   C. Romeo had already left for Verona.
   D. Friar Lawrence forgets to send the letter.
   E. The messenger is killed by bandits.

2. Who is already in the churchyard when Romeo arrives?
   A. Capulet
   B. Lady Capulet
   C. Friar Lawrence
   D. Paris
   E. Prince Escalus

3. Consider the following lines from Act V:
   . . . Then comes she to me,
   And with wild looks bid me devise some mean
   To rid her from this second marriage,

   Given its use in these lines, what does the word devise mean?
   A. view
   B. deny
   C. argue
   D. consume
   E. invent

4. The main point of "Romeo and Juliet Over the Centuries" is that the story of Romeo and Juliet is
   A. timeless.
   B. inflexible.
   C. cautionary.
   D. romantic.
   E. poetic.
5. Arthur Brooke's poem, “The Argument,” differs from Shakepeare's play because it claims that
   A. Romeo married Rosaline before he married Juliet.
   B. Romeo and Juliet were married for three months before Tybalt’s death.
   C. Juliet was tempted to marry Paris after she had married Romeo.
   D. Juliet died in Romeo’s arms.
   E. Juliet killed herself by jumping from a tower.

6. At the end of the play, the Prince commands that the vault be sealed
   “Till we can clear these ambiguities, / And know their spring, their head, their true descent.” What does he mean by this?
   A. The Prince wants everyone to go home and determine what happened that night.
   B. The Prince wants to seal the vault and forget about the night’s occurrences.
   C. The Prince wants to know who has died and where they came from.
   D. The Prince wants to know what led to the deaths and who is responsible for them.
   E. The Prince wants to punish the dead by sealing them within the vault.

7. Maxine Kumin’s poem, “Purgatory,” suggests that
   A. people would enjoy the play more if Romeo and Juliet had survived.
   B. the original tragic outcome of the play is not necessary.
   C. it is better to be wealthy.
   D. the death of Romeo and Juliet was necessary for peace in Verona.
   E. None of the above

8. A moral is a lesson that relates to the principles of right and wrong and is intended to be drawn from a story or other work of literature. Which of the following would qualify as a moral for The Tragedy of Romeo and Juliet?
   A. Love your neighbor like you would yourself.
   B. It is better to love nothing than to be hurt by love.
   C. Let sleeping dogs lie.
   D. Trust no one but yourself.
   E. Don’t count your chickens before they hatch.

9. Which of the following characters acts the most cowardly within the final act of The Tragedy of Romeo and Juliet?
   A. Romeo
   B. Paris
   C. Friar Lawrence
   D. Juliet
   E. Prince Escalus

Read the following passage from Act V, Scene III, in which Paris confronts Romeo.
Then answer the question(s) on the next page.

ROMEO. I must indeed, and therefore came I hither.
    Good gentle youth, tempt not a desp’rate man.
Fly hence and leave me, think upon these gone,
Let them affright thee. I beseech thee, youth,
Put not another sin upon my head,
By urging me to fury: O, be gone!
By heaven, I love thee better than myself,
For I come hither arm’d against myself.
Stay not, be gone; live, and hereafter say
A madman’s mercy bid thee run away.

10. Mood, or atmosphere, is the emotion created in the reader by part or all of a literary work. Which of the following best describes the mood of this passage?
A. frenzied
B. fearful
C. sleepy
D. haunted
E. lonely

Matching

for The Tragedy of Romeo and Juliet Act V

Choose the best description for each of the following.

A. Romeo
B. Juliet
C. Friar Lawrence
D. Balthasar
E. Apothecary
F. Lord Montague
G. Paris
H. Lady Montague

11. brings Romeo news of Juliet's death
12. died of grief
13. looks half starved and poverty-stricken
14. goes to lay flowers on Juliet’s grave
15. opens Juliet’s tomb
16. tells the whole story to the Prince
17. refuses to leave the tomb where Romeo lies dead
18. offers to raise a statue of pure gold

Essay

for The Tragedy of Romeo and Juliet Act V/The Argument/Purgatory/
Romeo and Juliet Over the Centuries

19. In a brief essay, explain why this play is categorized as a tragedy. Use specific evidence from the text to support your response.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Seven Ages of Man

1. According to the monologue, how many acts does one man play?
   A. three
   B. five
   C. seven
   D. twelve
   E. None of the above

2. The simile “creeping like snail” is used to describe
   A. the infant.
   B. the schoolboy.
   C. the soldier.
   D. the justice.
   E. the pantaloon.

3. Read the following sentence. Then answer the question below.
   “Mewling and puking in the nurse’s arms”

   Based on the context clues, which of the following is the best definition for mewling?
   A. hitting
   B. speaking
   C. thinking
   D. crying
   E. barking

4. In a person’s life, what does the “entrance” onto the stage symbolize?
   A. marriage
   B. birth
   C. becoming an adult
   D. death
   E. dreaming
5. Mood, or atmosphere, is the emotion created in a reader by part or all of a literary work. Which of the following words best describes the overall mood of this selection?
   A. gloomy
   B. joyful
   C. suspenseful
   D. silly
   E. hopeful

6. The lover could best be described as
   A. silly.
   B. brave.
   C. slow.
   D. hopeful.
   E. wise.

7. The speaker of the monologue states that men and women are “merely players” in the world. Based on this statement, what might the reader infer about the speaker’s beliefs?
   A. The speaker believes that only actors are able to manipulate their lives.
   B. The speaker believes that men and women have full control over their lives.
   C. The speaker believes that every life is significant and unique.
   D. The speaker believes that people have little control over their own lives.
   E. The speaker believes that there is no higher power protecting men and women.

8. Which of the following ages is the most discouraging?
   A. the justice
   B. the lover
   C. the soldier
   D. the pantaloon
   E. the second childishness

9. Why might the author have chosen to call the last stage of life “second childishness”?
   A. to demonstrate his disdain for the elderly
   B. to show that human life makes a full circle
   C. to create comic relief in the monologue
   D. to show that humans are never done learning about life
   E. to remind the reader that it is important to care for the elderly
Read the following passage. Then answer the question(s) below.

... And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress’ eyebrow. . . .

10. **Tone** is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following best describes the speaker’s tone in writing about this particular age?
   A. respectful
   B. solemn
   C. outraged
   D. encouraging
   E. mocking

**Matching**

*for The Seven Ages of Man*

Choose the best description for each of the following “ages of man.”

A. justice  E. soldier
B. infant  F. schoolboy
C. lover  G. second childishness
D. pantaloon

11. “Jealous in honor, sudden and quick in quarrel”
12. “With spectacles on nose, and pouch on side;”
13. “Mewling and puking in the nurse’s arms”
14. “Sans teeth, sans eyes, sans taste, sans everything”
15. “Full of wise saws and modern instances”
16. “Sighing like a furnace, with a woeful ballad”
17. “. . . shining morning face, creeping like snail”

**Essay**

*for The Seven Ages of Man*

18. Metaphors and similes are types of imaginative comparisons. A **metaphor** speaks of one thing as if it were another; a **simile** makes a direct comparison, using “like” or “as.” In a paragraph, discuss the metaphor in the line “Seeking the bubble reputation/Even in the cannon’s mouth.” What qualities does a bubble have? What is Jaques implying when he compares glory and honor on the battlefield to a “bubble”?
The Devil and Daniel Webster, page 628

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Devil and Daniel Webster

___  1. In the opening scene, what do the townspeople wonder about?
   A. how Jabez became so wealthy
   B. how Jabez convinced Mary to marry him
   C. why Daniel Webster would attend the wedding
   D. how Jabez became a senator
   E. how Jabez can afford such an extravagant wedding

___  2. What finally caused Jabez to sell his soul to the devil?
   A. He got tired of being a farmer.
   B. His girlfriend stated that she wouldn’t marry a poor man.
   C. He wanted to win the election and become State Senator.
   D. He discovered he was dying.
   E. He broke his plow on a rock and couldn’t afford to fix it.

___  3. What do the members of the jury have in common?
   A. they are all men
   B. they are all traitors or killers
   C. they are all from hell
   D. they are all dead
   E. All of the above

___  4. Who or what was the moth that flew out of Scratch’s collecting box?
   A. Jabez’s contract
   B. a neighbor’s wife
   C. a neighbor’s soul
   D. Daniel Webster’s life
   E. None of the above

___  5. What conflicting feelings does Mary have regarding her happiness and her marriage to Jabez?
   A. Mary thinks that Jabez has been unfaithful or is hiding something.
   B. Mary thinks they’ve been too lucky and something bad will happen.
   C. Mary thinks that she does not actually love Jabez.
   D. Mary is happy but worries that she and Jabez won’t always be wealthy.
   E. Mary wonders if Jabez’s success will ruin their marriage.
6. Consider the following lines from the play.

WEBSTER. Neighbors—old friends—it does me good to hear you. But don’t cheer me—I’m not running for President this summer. [a laugh from the CROWD] I’m here on a better errand—to pay my humble respects to a most charming lady and her very fortunate spouse.

[There is the twang of a fiddlestring breaking.]

What effect does the breaking string have in this moment of the play?
A. It is startling and seems to dispute the claim that Jabez is fortunate.
B. It leads the reader to believe that the fiddler is jealous.
C. It provides a calming atmosphere for the wedding scene.
D. It provides comic relief in an otherwise gloomy moment.
E. It supports Webster’s claims and adds to the rowdy atmosphere.

7. Mood, or atmosphere, is the emotion created in the reader by part or all of a literary work. Which of the following words best describes the mood during the scene in which Scratch summons the jurors?
A. exciting
B. terrifying
C. cautious
D. peaceful
E. eager

8. In his final argument, Daniel Webster correctly assumes that the jury
A. loves America.
B. values freedom.
C. wants to leave.
D. hates Scratch.
E. wants his opinion.

9. Which of the following best describes the main idea or central message of this play?
A. Never hesitate to ask for help.
B. Ambition can do more harm than good.
C. Honesty is the best policy.
D. All men and women value freedom.
E. Justice is best served when decisions are made based on emotions.

Read the following passage. Then answer the question(s) on the next page.

SCRATCH. Foreign? And who calls me a foreigner?

WEBSTER. Well, I never yet heard of the dev—of your claiming American citizenship?

SCRATCH. And who with better right? When the first wrong was done to the Indian, I was there. When the first slaver put out for the Congo, I stood on her deck. Am I not in your books and stories and beliefs, from the first settlements on? Am I not spoken of, still, in every church in New England? ’Tis true, the North claims me for a Southerner and
the South for a Northerner, but I am neither. I am merely an honest American like yourself—and of the best descent—for, to tell the truth, Mr. Webster, though I don’t like to boast of it, my name is older in the country than yours.

10. Why does it make sense that Scratch would have been present during the events he describes in this passage?
   A. Scratch was an American general and was in charge of those events.
   B. Scratch is an old world traveler, so it is likely that he was there.
   C. Scratch enjoys the buying and selling of many different kinds of goods.
   D. Scratch plays a part in every immoral or corrupt occurrence.
   E. None of the above

Matching

for The Devil and Daniel Webster

Choose the best description for each of the following.

A. Jabez Stone   D. Scratch
B. Mary Stone   E. Fiddler
C. Daniel Webster

11. leaves the town in mock celebration
12. spends the majority of the play praying
13. opens the black tin box with the moth inside
14. stands out as being the most gracious and respectful
15. appears resigned to his or her fate

Essay

for The Devil and Daniel Webster

16. Jabez tells Mary “[t]here’s some things a man does, or might do—when he has to make his way.” Explain what Jabez means by this statement. Do you believe that people in contemporary society sometimes “sell their souls”? Explain how they might do this. Is it usually beneficial, or do people often regret making this choice? Support your answers to these questions using examples and evidence from the text.
**The Story of Dædalus and Icarus**, page 663

**Lesson Test**

**Multiple Choice**

*Identify the choice that best completes the statement or answers the question.*

**for The Story of Dædalus and Icarus**

_____ 1. Dædalus is Icarus’s
A. brother.
B. uncle.
C. father.
D. cousin.
E. son.

_____ 2. What does Dædalus build?
A. shoes
B. boats
C. planes
D. wings
E. wheels

_____ 3. Which of the following is the best definition for *dominion* in the sentence “The signs made it clear which areas were considered the king’s dominion”?
A. governed territory
B. targeted area
C. forbidden place
D. enemy contact
E. None of the above

_____ 4. Why is the partridge fearful of high places?
A. The partridge has more enemies in the trees than on the ground.
B. The partridge was once a boy who flew too close to the sun.
C. The partridge was once punished for trying to reach heaven.
D. The partridge was once a boy who was thrown from a high temple.
E. The partridge is large and once fell heavily from its nest.
5. Which of the following lines from the poem is an example of foreshadowing?
   A. “Dædalus said, ‘surely the sky is open,’”
   B. “And Icarus, his son, stood by and watched him,”
   C. “Stood by and watched, and raised his shiny face”
   D. “He kissed his son (Good-bye, if he had known it),”
   E. “Out of the nest and into thin air. Keep on,”

6. What motivates Dædalus to kill his nephew?
   A. pity
   B. anger
   C. jealousy
   D. confusion
   E. despair

7. Why doesn’t Icarus follow his father’s advice?
   A. He doesn’t respect his father.
   B. He becomes too excited and forgets about it.
   C. He becomes entranced by the sun.
   D. He is afraid of falling into the water.
   E. He wants to prove himself to his father.

8. Based on Ovid’s poem, what did the people of the ancient world believe about their gods?
   A. that they intervene in the lives of men
   B. that they are powerful and angry
   C. that they punish those who disobey them
   D. that they are forgiving and kind
   E. that they allow bad things to happen

9. In this poem, whose actions are the most reckless?
   A. Dædalus’s
   B. Icarus’s
   C. King Minos’s
   D. Dædalus’s nephew’s
   E. Minerva’s

10. What might have been Ovid’s purpose for including the tale of how the partridge was created within the story of Dædalus and Icarus?
    A. to make Dædalus appear as a sympathetic but angry person
    B. to foreshadow the death of Icarus
    C. to explain why Icarus was not worthy enough to be made into a bird
    D. to make a connection between the deaths of the nephew and Icarus
    E. to confuse the reader
Matching

for The Story of Dædalus and Icarus

Match the event with the order in which it occurred.

A. 1st  E. 5th  B. 2nd  F. 6th  C. 3rd  G. 7th  D. 4th  H. 8th

____  11. Icarus dies
____  12. Dædalus and Icarus want to leave Crete
____  13. Dædalus’s nephew invents the first saw
____  14. Dædalus tells his son not to go too high or too low
____  15. Minerva changes Dædalus’s nephew into a partridge
____  16. A partridge drums its wings during a funeral
____  17. Dædalus builds wings
____  18. Dædalus’s sister sends her son to be Dædalus’s apprentice

Essay

for The Story of Dædalus and Icarus

19. Think about the two main characters in this selection: Dædalus and Icarus. How are they similar? How are they different? In a brief essay, compare and contrast Dædalus and Icarus based on what you know about them from this poem. Be sure to support your comparisons with evidence from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Echo and Narcissus

_____ 1. In the beginning of this myth, Narcissus is only interested in
   A. hunting with his friends.
   B. falling in love.
   C. obeying his mother.
   D. discussing life with Tiresias.
   E. protecting Zeus.

_____ 2. Which of the following words is a synonym for enigmatic in the
   sentence “We found him interesting because of his enigmatic
   personality”?
   A. nervous
   B. obnoxious
   C. abrasive
   D. courteous
   E. mysterious

_____ 3. Which of the following words best completes the sentence?
   He should have _____________, but he was completely oblivious.
   A. been aware of his surroundings
   B. listened quietly
   C. worked harder
   D. been irritating to everyone present
   E. fallen asleep

_____ 4. What two natural phenomena are explained in this selection?
   A. reflections in water and shade
   B. caves and silent ponds
   C. forests and echoes
   D. rocks and leaves
   E. echoes and a type of flower
5. Why was Echo’s punishment from Hera appropriate?
   A. Echo had refused to listen to anyone else during group discussions.
   B. Echo was known to repeat gossip to anyone who listened.
   C. Echo had used her talent for speaking to deceive others.
   D. Echo never spoke unless she had something to complain about.
   E. Echo was always bragging about her talent for speaking.

6. Narcissus’s response to Echo’s appearance in the woods can best be described as
   A. kind.
   B. unwelcoming.
   C. cruel.
   D. curious.
   E. excited.

7. Based on the events in “Echo & Narcissus,” the gods could best be described as
   A. considerate.
   B. vain.
   C. crazy.
   D. vengeful.
   E. distant.

8. What causes Echo to hide in the cave?
   A. Narcissus’s fury
   B. Narcissus’s rejection
   C. Narcissus’s concern
   D. her own fear
   E. her own anger

9. The selection indicates that love
   A. conquers all.
   B. can be harmful.
   C. is blind.
   D. waits for no one.
   E. is for the young at heart.

10. Why might the author have chosen to include the interaction between Liriope and Tiresias at the beginning of the story?
    A. to foreshadow the ending
    B. to provide background information
    C. to explain how Narcissus became vain
    D. Both A and B
    E. Both A and C
Matching

for Echo and Narcissus

Choose the best description for each of the following.

A. Liriope   D. Echo
B. Hera     E. Tiresias
C. Nemesis  F. Zeus

_____ 11. punishes someone for being distracting
_____ 12. a blind seer
_____ 13. an unfaithful god
_____ 14. Narcissus’s mother
_____ 15. cannot overcome her love for Narcissus
_____ 16. goddess of righteous anger

Essay

for Echo and Narcissus

17. Tiresias describes Narcissus as one who “comes to know himself” and falls in love. In what way does Narcissus come to know himself? With who or what does he fall in love? Explore your answers to these questions in a short essay. Be sure to outline your main idea in a thesis statement and include evidence from the selection to support your ideas.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Silver Pool

1. Who is the fisherman?
   A. Fionn’s father
   B. the King’s Adviser
   C. a soldier
   D. the King’s Poet
   E. a beggar

2. What is prophesied about the Salmon of Knowledge?
   A. It has a red-striped tail.
   B. It will be caught by a churl.
   C. It is meant to be eaten by a poet.
   D. It will grant its captor three wishes.
   E. It can never be caught.

3. What offer does Fionn make to Finnegas?
   A. He offers money to Finnegas.
   B. He offers to help Finnegas rebuild his home.
   C. He offers to serve Finnegas.
   D. He offers to spare Finnegas’s life.
   E. He offers to teach Finnegas poetry.

4. Finnegas’s first reaction when he realizes the Salmon of Knowledge tastes like any other fish is to
   A. assume the prophecy was false.
   B. assume he ate the wrong fish.
   C. assume Fionn has tricked him.
   D. assume he is unworthy.
   E. assume the fish is a myth.

5. How does Finnegas know the prophecy was fulfilled correctly?
   A. He sees Demna’s sword.
   B. Fionn is Demna’s nickname.
   C. He remembers another part of the prophecy.
   D. He just assumes it was.
   E. He doesn’t know.
6. Finnegas’s treatment of Fionn after the salmon has been eaten can best be described as
   A. bitter.
   B. merciful.
   C. solemn.
   D. accepting.
   E. cold.

7. Which of the following supports Finnegas’s belief that Fionn is ready to move on?
   A. He has eaten the Salmon of Knowledge.
   B. He was praised for a poem.
   C. He found a sword in the woods.
   D. He is amorous of life.
   E. All of the above

8. This selection indicates that prophecies
   A. do not fail.
   B. cannot be trusted.
   C. are cruel.
   D. are not always right.
   E. are hard to understand.

9. Fionn’s actions throughout the selection indicate that he is
   A. opportunistic.
   B. clever.
   C. selfish.
   D. trustworthy.
   E. controlling.

Read the following passage. Then answer the question(s) below.

Many moons had withered in the sky since he had said farewell to Bovemall and Liath and the kindly oak forest. Many a buffet fate had dealt him since then: many a sharp and evil chance he had known; many a good happening. He had set eyes on many a hill, many a valley since then: he had seen many a proud chieftain’s lime-washed dune. Sun had tanned him. His bright hair was cropped like the hair of a churl, chariot-dust of the roadway had grimed his deerskin tunic: save for the pride of his walk there was little to betray the chief’s son in him.

10. A description is a picture in words. Descriptions include sensory details—words and phrases that describe how things look, sound, smell, taste, or feel. What sense does this passage utilize in describing Fionn?
   A. sight
   B. sound
   C. smell
   D. taste
   E. touch
Matching

*for The Silver Pool*

*Match the event with the order in which it occurred.*

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11. Fionn finds the sword.
12. Fionn sets off to find other young men.
13. Fionn tastes the Salmon of Knowledge.
15. Finnegas teaches Fionn poetry.
16. Fionn finds Finnegas at the pool.

Essay

*for The Silver Pool*

17. Do you think Fionn deserved to eat the salmon, or did the fisherman deserve to eat it since he worked so hard to catch it? In a paragraph, explain your position on who should have received the ancient prophecy. Make sure to explain why that person deserved the reward and why the other person did not. Use information from the selection to support your response.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

_for The White Snake_

1. Where does the servant find the Queen’s ring?
   A. behind the throne
   B. in a duck’s stomach
   C. beneath a window
   D. in a mussel
   E. in the royal garden

2. The young man performs three tasks in order to
   A. marry a princess.
   B. save his kingdom.
   C. become a knight.
   D. break a curse.
   E. become wealthy.

3. Which of the following is the best definition for _contrive_ in the sentence
   “The young man sat down in the garden and considered how it was possible to do this task, but he could contrive nothing . . .”? 
   A. comprehend; understand
   B. deduce; find the answer
   C. plan; bring about by strategy
   D. control; keep in line
   E. convince; persuade another party

4. Which of the following words best completes the sentence?
   The bird plumed herself until all her feathers were _____________.
   A. damaged
   B. clean
   C. cut
   D. sold
   E. collected
5. Why does the princess continue to ask the young man to complete more tasks?
   A. She is entertained by his success.
   B. She suspects that he is cheating.
   C. She doesn’t want to be outsmarted.
   D. She doesn’t want to marry him.
   E. She is in love with someone else.

6. What element of this story makes it clear that it is a fairy tale?
   A. a wise leader
   B. supernatural abilities
   C. tasks to be completed
   D. a mystery to be solved
   E. a curious servant

7. If you were to classify the animals within the story, which of the following creatures would be less likely to be classified with the others?
   A. the three crows
   B. the ant king
   C. the servant’s horse
   D. the three fish
   E. the royal ducks

8. How is this story similar to most fairy tales?
   A. The servant’s life is in danger.
   B. It has a happy ending.
   C. The Queen loses her ring.
   D. The servant leaves the kingdom.
   E. It contains a talking duck.

9. Which of the following notions of love is presented in this tale?
   A. Love is all you need.
   B. Love is unimportant.
   C. Love must be earned.
   D. Love makes people crazy.
   E. Love fades with time.

10. The servant’s treatment of animals in this story could be best described as
    A. unwavering.
    B. courteous.
    C. insincere.
    D. inconsistent.
    E. cruel.
Matching

*for The White Snake*

*Choose the best description for each of the following.*

A. the fish  
B. the wise King  
C. the Queen  
D. the princess  
E. the horse  
F. the ant king  
G. the ravens

_____ 11. is given as part of an apology  
_____ 12. search to the end of the earth  
_____ 13. eats a white snake each day  
_____ 14. present the servant with a mussel  
_____ 15. sends his or her kingdom to help the servant  
_____ 16. thinks very highly of his or herself  
_____ 17. misplaces a valuable object

Essay

*for The White Snake*

18. A *round character* shows multiple character traits, or qualities, while a *flat character* shows only one. Is the servant in this story a round or a flat character? What trait(s) does he exhibit? How would you describe his personality? In a paragraph, explain why the servant in this story is a round or flat character. Support your position with specific examples from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Golden Lamb

1. Why do the three men decide to work for the widow?
   A. The widow is an old friend.
   B. The widow promises them gold.
   C. It is the only job available.
   D. They want to become farmers.
   E. She offers them a place to stay.

2. What causes the fight between the three men?
   A. One man starts telling wild stories.
   B. One lamb is born with golden fleece.
   C. One man steals from the other two.
   D. Only one lamb is born.
   E. They all fall in love with the widow.

3. What does the caliph provide for the three men?
   A. a place to spend the night
   B. a hundred gold pieces
   C. a meal of lamb, divided three ways
   D. a stern lecture
   E. All of the above

4. Which of the following is the best definition for haste in the sentence “She forgot her purse in the restaurant because she left in great haste”?
   A. state of urgency
   B. state of anger
   C. state of concern
   D. state of excitement
   E. state of mind

5. Based on your knowledge of folk tales, who might replace the caliph if the story were told in America?
   A. a parent
   B. the president
   C. the governor
   D. the principal
   E. All of the above
6. Why are the three men surprised by the caliph’s decision?
   A. Each thinks himself to be the best storyteller and proper winner.
   B. None of them suspected the caliph would choose the youngest of the three.
   C. They are terrified of the caliph and are surprised by his generosity.
   D. They assumed that at least one of them would be able to follow his own original plan for success.
   E. They thought the caliph would see the value in the lamb and keep it for himself.

7. The three men originally fear the caliph because
   A. he is a powerful man.
   B. he is known for his anger.
   C. they all want to win the lamb.
   D. he does not like merchants.
   E. they have heard that he is unjust.

8. Why does the caliph expect the three men to abandon their plans to become merchants and accountants?
   A. He does not approve of merchants and accountants.
   B. He feels they were meant for something greater.
   C. He is unimpressed with their logic and wants to punish them.
   D. He is concerned that money will corrupt all three of them.
   E. He wants to see them fail.

9. This folk tale indicates that hard work
   A. is good for the soul.
   B. is eventually rewarded.
   C. brings out the worst in people.
   D. leads to death and despair.
   E. never killed anyone.

10. What motivates the three men to seek the caliph’s help?
    A. hunger
    B. friendship
    C. curiosity
    D. greed
    E. rage
Matching

for The Golden Lamb

Match the event with the order in which it occurred.

A. 1st        E. 5th
B. 2nd        F. 6th
C. 3rd        G. 7th
D. 4th

____  11. the three men argue
____  12. the grand vizier throws the lamb in the air
____  13. the widow hires the three men
____  14. the three men tell their stories to the court
____  15. a golden lamb is born
____  16. the three men explain to the court what they plan to do with their lives
____  17. the court praises the caliph’s decision

Essay

for The Golden Lamb

18. In a paragraph, argue whether the caliph’s decision was fair or not. Would you be satisfied if you were one of the three men? Why or why not? Support your response with examples from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

1. Who kept Odysseus captive for seven years?
   A. Circe
   B. Calypso
   C. Zeus
   D. Poseidon
   E. Hermes

2. The Informational Text Connection hypothesizes that myths about Cyclops resulted from the discovery of
   A. giant house-like caves.
   B. ancient cave paintings.
   C. primitive elephant fossils.
   D. the island of Polyphemus.
   E. giant crop circles.

3. Which of the following words best completes the sentence?
   “Due to his valor, the townspeople were _________."
   A. saved
   B. missing
   C. afraid
   D. curious
   E. loved

4. Why does Odysseus offer Polyphemus wine?
   A. to propose a toast
   B. to create peace
   C. to slow his wits
   D. to wash down his dinner
   E. None of the above

5. What caused Odysseus to lose so many men on the coast of the Cicones even after they had defeated the citizens of Ísmaros?
   A. The citizens of Ísmaros began to fight back.
   B. A disease had infected the island and his men got sick.
   C. Odysseus decided to camp on the coast, but his men decided to leave.
   D. His men disobeyed him and stayed ashore, where they were later attacked.
   E. His men surrendered to another army.
6. Odysseus's decision to wait for the inhabitant of the cave to return shows that he is
A. easily confused.
B. unintelligent.
C. trusting of strangers.
D. adventurous.
E. All of the above

7. In the myth "Poseidon, God of the Sea," Poseidon is depicted as
A. a proud and creative god.
B. a bright and peaceful god.
C. a gloomy and argumentative god.
D. a whimsical and compassionate god.
E. the loving and caring ruler of the sea.

8. What does this epic poem tell the reader about the religious beliefs of the people who lived during Odysseus's time?
A. They believed in one god alone and would fight those who disagreed.
B. None of them believed in beings with higher powers.
C. They believed that magic was evil.
D. Their beliefs were created by the fear of the unknown.
E. They believed that the gods could intervene in humans' everyday lives.

Read the following passage. Then answer the question(s) on the next page.

The blind thing in his doubled fury broke
a hilltop in his hands and heaved it after us.
Ahead of our black prow it struck and sank
whelmed in a spuming geyser, a giant wave
that washed the ship stern foremost back to shore.
I got the longest boathook out and stood
fending us off, with furious nods to all
to put their backs into a racing stroke—
row, row, or perish. So the long oars bent
kicking the foam sternward, making head
until we drew away, and twice as far.
Now when I cupped my hands I heard the crew
in low voices protesting:

'Godsake, Captain!
Why bait the beast again? Let him alone!'
'That tidal wave he made on the first throw
all but beached us.'

'All but stove us in!'

'Give him our bearing with your trumpeting,
he'll get the range and lob a boulder.'

'Aye
He'll smash our timbers and our heads together!'
I would not heed them in my glorying spirit,
but let my anger flare and yelled:
‘Cyclops,
if ever mortal man inquire
how you were put to shame and blinded, tell him
Odysseus, raider of cities, took your eye:
Laertes’ son, whose home’s on Ithaca!’

9. Based on this passage, how might one describe the character of Odysseus?
   A. rash  
   B. proud  
   C. fearless  
   D. foolish  
   E. All of the above

10. In this passage, why does Odysseus shout to the Cyclops once he and
    his men are away from the island?
    A. He wants the other Cyclopes to hear about Polyphemus’s injury.  
    B. He wants his men to respect him and his actions.  
    C. He wants to brag about his own cleverness.  
    D. He wants the Cyclops to renounce Poseidon as his father.  
    E. None of the above

Matching

_for The Odyssey (Part I)_

Choose the best definition for each of the following.

<table>
<thead>
<tr>
<th></th>
<th>A. adversary</th>
<th>B. adversity</th>
<th>C. cordial</th>
<th>D. exile</th>
<th>E. plunder</th>
<th>F. ponderous</th>
<th>G. sage</th>
<th>H. versatile</th>
</tr>
</thead>
</table>

11. steal or take by trickery or by force
12. period of forced absence from one’s country
13. able to perform a variety of functions
14. a state of continued misfortune
15. heavy; bulky; massive
16. friendly
17. wise
18. enemy; opponent

Essay

_for The Odyssey (Part I)_

19. What do you learn about Odysseus in this selection? What qualities deem
him a hero? Are there any flaws to his character? If so, what are they? Write
a paragraph about the character of Odysseus. Do you think he should be
considered a Greek hero? Why or why not? Use specific evidence from the text
to support your responses.
The Odyssey (Part II)/Siren Song/Ithaca, page 742

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Odyssey (Part II)/Siren Song/Ithaca

1. To whom do the cattle on the Island of the Sun God belong?
   A. Circe
   B. Teiresias
   C. Zeus
   D. Polyphemus
   E. Helios

2. What do Odysseus and his men offer to the ghosts of the dead?
   A. new human bodies to use
   B. a sacrifice of cows and lambs
   C. a place onboard their ship
   D. food of the gods, ambrosia and whey
   E. prayers and songs of praise

3. Odysseus sends his ship nearer to Scylla because
   A. Charybdis would have taken the lives of the entire crew.
   B. he hopes that he can defeat the monster and save his men.
   C. he knows that he will be safe regardless of what happens.
   D. he is told Scylla will be sleeping during that hour.
   E. Charybdis has eight heads and would have killed eight men.

4. The Literature Connection, “Siren Song,” indicates that sailors are lured by the promise of
   A. secrets.
   B. love.
   C. money.
   D. food.
   E. peace.

5. Consider the following lines from the Literature Connection, “Ithaca.”

   “You will never meet the Lestrygonians,
   the Cyclopes and the fierce Poseidon,
   if you do not carry them within your soul,
   if your soul does not raise them up before you.”

   These lines seem to imply that
A. only heroes encounter fierce obstacles.
B. those who expect the worse will receive it.
C. true adventurers do not encounter obstacles.
D. good things come to those who wait.
E. traveling cannot be done without some struggle.

6. Irony is the difference between appearance and reality—in other words, what seems to be and what really is. What is ironic about the tension between Poseidon, God of the Sea, and Odysseus?
   A. Both love Demeter.
   B. Both dislike Polyphemus.
   C. Both enjoy the sea.
   D. Both dislike Zeus.
   E. Both enjoy adventure.

7. Consider the following lines.
   “Dear friends,
   more than one man, or two, should know those things
   Circe foresaw for us and shared with me,
   so let me tell her forecast: then we die
   with our eyes open, if we are going to die,
   or know what death we baffle if we can. . . .’’

   Why might Odysseus’s crew appreciate being able to meet death with
   their eyes open?
   A. It would ensure that their deaths are swift and painless.
   B. All of the crew wants to meet death.
   C. Keeping their eyes open ensures they will have another adventure.
   D. It is more honorable to approach death head on.
   E. None of the above

8. The passages regarding the slaughtering of the Sun God’s cattle indicate that
   A. you cannot stop a prophecy from coming true.
   B. you can avoid a god’s wrath with prayer.
   C. Odysseus has no control over his men.
   D. gods are very forgiving in matters of life and death.
   E. All of the above.

Read the following passage. Then answer the question(s) on the next page.

Then Scylla made her strike,
whisking six of my best men from the ship.
I happened to glance aft at ship and oarsmen
and caught sight of their arms and legs, dangling
high overhead. Voices came down to me
in anguish, calling my name for the last time.
A man surfcasting on a point of rock
for bass or mackerel, whipping his long rod
to drop the sinker and the bait far out,
will hook a fish and rip it from the surface
to dangle wriggling through the air:
so these were borne aloft in spasms toward the cliff.
9. Which of the following best explains why the men call Odysseus’s name “for the last time” in this passage?
A. They are going be killed by Scylla.
B. They are being taken away.
C. They will never forgive Odysseus.
D. They are going to lose their voices.
E. They will forget Odysseus’s name.

10. In this passage, why might the author have chosen to compare Odysseus’s crew to fish on a line?
A. to reinforce the fact that men are at the mercy of the gods
B. to show that men can be just as ruthless as beasts
C. to show that men also take part in the natural order of the food chain
D. to reinforce the powerlessness of men
E. All of the above

Matching

for The Odyssey (Part II)

Choose the best definition for each of the following.

A. assuage
B. beguiling
C. implacable
D. insidious
E. provisions
F. restitution
G. stealth
H. tumult

11. outwardly charming but inwardly deceptive
12. sneakiness; secretiveness
13. lessen the intensity of; ease; relieve
14. resisting change; stubborn
15. loud confusion
16. food and other supplies
17. having a gradual but serious effect
18. repayment, especially for wrongdoing

Essay

for The Odyssey (Part II)

19. Consider Teiresias’s and Circe’s dire predictions. In a paragraph, argue whether or not Odysseus does his shipmates a favor by not telling them every part of the prophecy. What appears to motivate his actions? Is his motivation valid? Support your views with evidence from the selection and logical reasoning.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Odyssey (Part III)/An Ancient Gesture/Says Penelope

1. Where has Telemachus been?
   A. conquering other islands
   B. trying to escape from home
   C. searching for his father
   D. looking for his true love
   E. fighting gods and goddesses

2. Who recognizes Odysseus by voice alone?
   A. Telemachus, his son
   B. Penelope, his wife
   C. Eurycleia, the old nurse
   D. Eumaeus, the swineherd
   E. Argos, the hunting dog

3. Given its use in the following sentence from the text, what does the word *revelry* mean?
   “In that revelry amid his throng of friends / who would imagine a single foe—though a strong foe indeed— / could dare to bring death’s pain on him and darkness on his eyes?”
   A. merrymaking
   B. solemn occasion
   C. dream
   D. fight
   E. church

4. The Literature Connection, “An Ancient Gesture,” suggests that Penelope
   A. suffered more than Odysseus.
   B. mourned the end of her youth.
   C. enjoyed weaving the shroud.
   D. is unlike all other women.
   E. was glad to be alone.
5. How does Penelope recognize Odysseus as her true husband?
   A. He has a recognizable scar.
   B. He looks just like he did when he left Ithaca.
   C. He knows their bed was built around a living tree.
   D. He is able to string his bow.
   E. He knows the pet name that only Odysseus uses for her.

6. Consider the following lines from the Literature Connection, “Says Penelope.”
   “Absence, always the subject of my life
   —absence from life—
   tears spring from the paper
   and the natural anguish
   of a deprived body.”

   The mood, or atmosphere, of this passage can best be described as one of
   A. joy.
   B. anger.
   C. grief.
   D. jealousy.
   E. concern.

7. After Odysseus reveals his identity, Eurymachus blames his actions on the newly killed Antinous. What does this suggest about his character?
   A. He refuses to accept responsibility.
   B. He has no respect for the dead.
   C. He doesn’t want to die.
   D. He is a coward.
   E. All of the above

8. It takes Penelope a long time to accept that Odysseus has returned. The purpose of this is probably to ________________ in the text.
   A. create suspicion
   B. heighten tension
   C. criticize Odysseus
   D. confuse the reader
   E. All of the above

Read the following passage. Then answer the question(s) below.

Odysseus glowered under his black brows and said:
   “Not for the whole treasure of your fathers, all you enjoy, lands,
flocks, or any gold put up by others, would I hold my hand. There will
be killing till the score is paid. You forced yourselves upon this house. 
Fight your way out, or run for it, if you think you’ll escape death. I
doubt one man of you skins by.” . . .

9. In this passage, Odysseus’s response to Eurymachus’s pleas and bargaining can best be described as
   A. forgiving.
   B. cautious.
   C. concerned.
   D. frightened.
   E. vengeful.
10. In this passage, why does Odysseus feel it necessary to slay Penelope’s suitors?
   A. They are disrespectful of his home.
   B. They tried to replace him.
   C. They are not his allies.
   D. All of the above
   E. None of the above

**Matching**

*for The Odyssey (Part III)*

Choose the best definition for each of the following.

A. abyss  
B. aloof  
C. candor  
D. glower  
E. imposter  
F. lavish  
G. omen  
H. pliant

11. openness; honesty; frankness
12. symbol or sign of future misfortune
13. look at with anger
14. provide, as with gifts, praise, and the like
15. unfriendly
16. easy to handle; capable of being reshaped
17. person pretending to be what he or she is not
18. bottomless gulf or pit; immeasurable space

**Essay**

*for The Odyssey (Part III)*

19. In a paragraph, identify examples of dramatic irony in this final part of Odysseus’s tale. Describe how this literary device adds both humor and a sense of foreboding to the story. Finally, explain whether or not you enjoy these added elements. Support your responses with examples from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Perseus

1. Who is the father of Perseus?
   A. Zeus
   B. Hermes
   C. Dictys
   D. Polydectes
   E. Apollo

2. How does Athena’s shield of polished bronze aid Perseus?
   A. It protects him from Medusa’s claws.
   B. It helps him defeat Polydectes.
   C. It cuts through Medusa’s scales.
   D. It serves as a mirror to use to fight Medusa.
   E. It allows him to defeat a sea serpent.

3. Out of all the gorgons, why must Perseus kill Medusa?
   A. She is the leader of the gorgons.
   B. She is the most dangerous.
   C. She had offended Polydectes.
   D. She is the slowest gorgon.
   E. She is the only mortal gorgon.

4. Which word best completes the following sentence?
   The gods _________ Perseus on his quest.
   A. hindered
   B. followed
   C. supported
   D. failed
   E. humiliated
5. Read the following line from the story. Then complete the statement below.

“An absolutely certain way in those days to draw down on one
a wretched fate was to claim superiority in anything over any deity;
nevertheless people were perpetually doing so.”

This line implies that
A. gods do not appreciate bragging.
B. humans are vain creatures.
C. humans are not very bright.
D. gods are vengeful.
E. All of the above

6. Danaë’s father can be best be described as
A. a joyful and rather unintelligent man.
B. a humble and hardworking man.
C. a superstitious and cruel man.
D. a blood-thirsty tyrant.
E. a clever and manipulative man.

7. The myth indicates that bad people
A. are eventually punished.
B. usually benefit from their actions.
C. go on to have bad children.
D. should be honored.
E. are misunderstood.

8. What is the most likely reason the gods decide to assist Perseus?
A. They do not like the gorgons.
B. Perseus is Zeus’s son.
C. They are bored.
D. They want to see Polydectes turned to stone.
E. None of the above

9. Which of the following is not a possible reason why the author included sections of poetry throughout the text?
A. to provide a musical effect throughout the selection
B. to provide resting points for the reader
C. to honor the epic poetry of other Greek myths
D. to confuse the reader
E. All of the above are possible reasons.

Read the following passage. Then answer the question(s) on the next page.

There were some fearsome monsters called Gorgons who lived on an
island and were known far and wide because of their deadly power.
Polydectes evidently talked to Perseus about them; he probably told
him that he would rather have the head of one of them than anything
else in the world. This seems practically certain from the plan he
devised for killing Perseus. He announced that he was about to be
married and he called his friends together for a celebration, including
Perseus in the invitation. Each guest, as was customary, brought a gift
for the bride-to-be, except Perseus alone. He had nothing he could give. He was young and proud and keenly mortified. He stood up before them all and did exactly what the King had hoped he would do, declared that he would give him a present better than any there. He would go off and kill Medusa and bring back her head as his gift. Nothing could have suited the King better. No one in his senses would have made such a proposal.

10. What does this passage reveal about Perseus’s character?
A. He can be reckless.
B. He can act cowardly.
C. He is forgetful.
D. He is not bright.
E. He likes to brag.

Matching
for Perseus

Choose the best description for each of the following.

A. Perseus E. Andromeda
B. Danaë F. Acrisius
C. Hermes G. Queen Cassiopeia
D. Gray Women H. Dictys

11. known as the guide and giver of good
12. was offered as a sacrifice to a sea serpent
13. found a chest containing human cargo
14. was killed at an athletic contest
15. was kept hidden from his or her grandfather
16. told Perseus how to reach the nymphs of the north
17. refused a tyrant’s marriage proposal
18. his or her boasting brought down the wrath of the gods

Essay
for Perseus

19. Myths often embody religious beliefs and values. Based on the story of Perseus, what can be assumed about the religious beliefs and values of the Greeks? Support your response with evidence from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

For Iya, the Camp-Eater

_____ 1. What title does the chief give the wood-child?
   A. lost babe
   B. eldest son
   C. camp lord
   D. honored one
   E. foundling

_____ 2. What disturbing sound does the chief’s daughter hear?
   A. someone moving in the woods
   B. breaking glass
   C. distant screams
   D. barking dogs
   E. murmuring voices

_____ 3. Why does another Indian tribe appear after Iya is killed?
   A. The other tribe had been in Iya’s belly.
   B. The other tribe is no longer afraid.
   C. The other tribe is late in coming to help.
   D. Iya is the creator of tribes.
   E. The other tribe has been cursed.

_____ 4. Iya’s power comes from his
   A. strength.
   B. intelligence.
   C. cunning.
   D. size.
   E. charm.

_____ 5. A writer’s purpose is his or her aim, or goal. Which of the following best describes the writer’s purpose for retelling this Native American legend?
   A. to inform (expository)
   B. to portray a person (descriptive)
   C. to convince readers (persuasive)
   D. to express thoughts (narrative)
   E. to tell a story (narrative)
6. This legend indicates that being cautious is
   A. unnecessary.
   B. harmful.
   C. a virtue.
   D. a waste of time.
   E. enjoyable.

7. Which of the following best describes the chief's daughter?
   A. a danger-seeker who is bored with her easy life
   B. a greedy child who wants to be the wealthiest woman
   C. a fun-loving person who always enjoys a feast
   D. a loving person who cares for her parents and tribe
   E. a cold-hearted and arrogant person

8. Which character or group of characters from the story could be described as the most arrogant?
   A. the people of the other tribe
   B. the chief
   C. the chief's daughter
   D. the hunters
   E. Iya

Read the following passage. Then answer the question(s) below.

In the meanwhile among the men waiting by the entrance way, one said in a low voice: "I have heard that bad spirits come as little children into a camp which they mean to destroy."

   "No! no! Let us not be overcautious. It would be cowardly to leave a baby in the wild wood where prowl the hungry wolves!" answered an elderly man.

9. Based on the qualities he demonstrates in this passage, the first man to speak would be best suited for which of the following jobs?
   A. chief
   B. warrior
   C. farmer
   D. cook
   E. guide

10. The elderly man's response in this passage shows that the majority of the tribe is
    A. greedy.
    B. afraid.
    C. childish.
    D. trusting.
    E. bored.
Matching

for Iya, the Camp-Eater

Match the event with the correct order in which it occurred

A. 1st  D. 4th
B. 2nd  E. 5th
C. 3rd  F. 6th

_____ 11. the chief’s daughter hears the sound of drums
_____ 12. a wood-child is found in the woods
_____ 13. the chief and his people leave camp
_____ 14. a feast and dance are given to celebrate
_____ 15. the chief gives the baby to his daughter
_____ 16. another Indian tribe is freed

Essay

for Iya, the Camp-Eater

17. Why do you think the story of Iya has been passed down through so many generations? What elements of this story can be applied to everyday life? In a paragraph, identify the theme, or central message, of the legend and explain the value of this message. Support your responses with logical reasoning and examples from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Mosquito

1. Nhan Diep would have preferred that Ngoc Tam was
   A. healthy.
   B. strong.
   C. demanding.
   D. wise.
   E. wealthy.

2. A description is a picture in words. The description of the genie’s home portrays a place filled with “a thousand rare flowers and orchards of trees laden with the most varied kinds of fruit.” This description makes the genie’s home seem like a type of
   A. gathering space.
   B. farm.
   C. paradise.
   D. school.
   E. playground.

3. Read the following sentence from the legend. Then answer the question below.
   “She answered his questions without the least hesitation, but had grown accustomed to her new life. It satisfied her completely and she refused to return home with him.”
   What does this sentence imply about Nhan Diep’s character?
   A. She loves herself more than anyone else.
   B. She is very considerate of others.
   C. She respects her husband above all.
   D. She adapts well.
   E. She is polite to everyone.

4. Which of the following best describes the character of Nhan Diep?
   A. a farmer’s wife, pleasant and hard-working
   B. a farmer’s friend, lazy and avoids household chores
   C. a wife and mother, disorganized but cheerful
   D. a wife, unsatisfied and rather selfish in her actions
   E. a wife, unsatisfied and longing for children
5. An **epiphany** is a moment of sudden insight in which the nature of a person, thing, or situation is revealed. What does Ngoc Tam suddenly realize when he has an epiphany about his wife?
   A. She only loved him when he was wealthy.
   B. She has been unfaithful to him and his memory.
   C. She is not the same as she was before she died.
   D. She would prefer to be dead than to live in poverty.
   E. She does not love him as much as he loves her.

6. A **euphemism** is an indirect word or phrase used in place of a direct statement that might be considered too harsh or offensive. Which of the following is an example of a euphemism?
   A. "On the voyage home Ngoc Tam rowed day and night, eager to reach his native land again."
   B. "Suddenly Nhan Diep was carried away by death."
   C. "Ngoc Tam toiled diligently, hoping to ease their poverty . . ."
   D. "He supposed his wife to be content with her lot and happy in her daily chores."
   E. "The genie looked at him with kindness mixed with pity . . ."

7. This legend indicates that love is
   A. permanent.
   B. greedy.
   C. wrong.
   D. proud.
   E. blinding.

8. The genie from this legend would agree with which of the following statements?
   A. It is best to recognize people for who they really are.
   B. Death is something to fear and avoid at all costs.
   C. Love your spouse no matter what the circumstances.
   D. Devotion without reason is the most divine of all loves.
   E. When a genie offers to grant your wish, always wish for more wishes.

Read the following passage. Then answer the question(s) below.

Ngoc Tam thanked him profusely but said that he desired only to live with his wife. He had never thought of any life other than the one he would lead with her, and he begged the genie to bring her back to life.

The genie looked at him with kindness mixed with pity and said, "Why do you cling to this world of bitterness and gall? The rare joys of this life are only a snare. How foolish you were to entrust your destiny to a weak and inconstant being! I want to grant your wishes, but I fear that you will regret it later."

9. In this passage, the genie’s response to Ngoc Tam’s request could be best described as
   A. a threat.
   B. a reprimand.
   C. a welcome.
   D. a blessing.
   E. an apology.
10. Who or what does the genie refer to as “a weak and inconstant being”?
   A. Ngoc Tam  
   B. Nhan Diep  
   C. the genie himself  
   D. the wealthy merchant  
   E. the sea

Matching

for The Mosquito

Match the event with the correct order in which it occurred.
A. 1st  D. 4th
B. 2nd  E. 5th
C. 3rd  F. 6th

11. Nhan Diep becomes a mosquito
12. Nhan Diep is carried away by death
13. the genie cautions Ngoc Tam
14. Ngoc Tam and Nhan Diep marry one another
15. Nhan Diep is abducted by a merchant
16. Ngoc Tam arrives at a fragrant hill

Essay

for The Mosquito

17. Consider whether or not Ngoc Tam benefited from his wife coming back from the dead. In a paragraph, argue whether Ngoc Tam was better off before he met the genie or after. Support your opinion with evidence from the text and logical reasoning. How might the theme, or central message, of the selection change depending on your interpretation?
The Princess and the Tin Box, page 805

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Princess and the Tin Box

1. The King’s relationship with his daughter could be best described as
   A. indulgent.
   B. supportive.
   C. cruel.
   D. kind.
   E. nonexistent.

2. At her brother’s wedding, the princess throws ______ at the bride instead of rice.
   A. flower petals
   B. diamonds
   C. sea shells
   D. sapphires
   E. pearls

3. Why is the blackbird prevented from entering the palace grounds?
   A. The blackbird is a sign of death and disease.
   B. The blackbird’s voice is not pretty enough for the princess.
   C. The blackbird is not as pretty as the white doves.
   D. The blackbird gives the princess nightmares.
   E. The blackbird was sent by the evil sorceress.

4. How is the fifth prince different from the other princes?
   A. He is weaker and less attractive.
   B. He is more clever.
   C. He is not as excited about marriage.
   D. He is not as rude nor as wealthy.
   E. He is not as brave nor as strong.

5. Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following words best describes the tone of this selection?
   A. harsh
   B. playful
   C. sincere
   D. familiar
   E. old-fashioned
6. Based on the description of the princess and how she is treated by others, her character could best be described as
   A. greedy.
   B. privileged.
   C. lonely.
   D. demanding.
   E. argumentative.

7. A writer’s purpose is his or her aim, or goal. Which of the following best describes Thurber’s purpose for writing this fable?
   A. to inform or explain (expository)
   B. to portray a place or event (descriptive)
   C. to convince readers (persuasive)
   D. to express thoughts (narrative)
   E. to tell a story (narrative)

8. Which of the following is the most likely reason the princess chooses the husband she does?
   A. She is overwhelmed with greed.
   B. She is trying to be practical.
   C. She knows her father will approve.
   D. She has never seen such materials.
   E. She finds him the most attractive.

9. Why might the author have chosen to include the story’s moral in italics at the end of the selection?
   A. to make certain the reader understands it
   B. to add good-natured humor to the story
   C. to make the moral stand out
   D. to mimic the traditional style of fables
   E. All of the above

Read the following passage. Then answer the questions below.

Now the fifth prince was the strongest and handsomest of all the five suitors, but he was the son of a poor king whose realm had been overrun by mice and locusts and wizards and mining engineers so that there was nothing much of value left in it. He came plodding up to the palace of the princess on a plow horse and he brought her a small tin box filled with mica and feldspar and hornblende which he had picked up on the way.

The other princes roared with disdainful laughter when they saw the tawdry gift the fifth prince had brought to the princess. But she examined it with great interest and squealed with delight, for all her life she had been glutted with precious stones and priceless metals, but she had never seen tin before or mica or feldspar or hornblende. The tin box was placed next to the ruby heart pierced with an emerald arrow.

10. The other princes’ reactions to the tin box makes the princes appear
    A. brave.
    B. respectful.
    C. selfish.
    D. impolite.
    E. angry.
Matching

for the Princess and the Tin Box

Choose the best description for each of the following.

A. china dolls  D. mica, feldspar, and hornblende
B. gold, platinum, and diamonds  E. the platinum and sapphire box
C. the tin box

_____  11. the princess was not allowed to play with these
_____  12. the princess chooses this gift
_____  13. materials that surprise and delight the princess
_____  14. the princess's toys were made of these
_____  15. the strongest prince brings this

Essay

for The Princess and the Tin Box

16. In a paragraph, explain why the end of this fable may be surprising to readers. What is usually expected of fairy tales and fables? How does this selection go against the reader's expectations? Support your responses to these questions with logical reasoning and evidence from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Appointment in Samarra/History of Samarra

_____ 1. What is the servant’s plan?
   A. to go to the market
   B. to travel to Bagdad
   C. to propose to Death
   D. to hide with the merchant
   E. to travel to Samarra

_____ 2. According to the Informational Text Connection, how can a person enter the spiral minaret?
   A. through the door facing the north side of Samarra
   B. by the interior staircase that goes up to the top level
   C. by using the stairs that wind around the outside walls
   D. through the carved marble door of an adjacent building
   E. A person cannot enter the spiral minaret.

_____ 3. What does the servant hope to do by going to Samarra?
   A. destroy Death
   B. hide from Death
   C. start a new life
   D. steal from the merchant
   E. send the merchant after Death

_____ 4. Why is the servant “white and trembling”?
   A. The servant saw a murder take place.
   B. Death tried to catch the servant.
   C. The servant is wanted by the police.
   D. Death gestured to the servant.
   E. The servant ran from Death.

_____ 5. How is the gesture made by Death misinterpreted?
   A. The servant thinks it is a threat.
   B. The servant thinks Death loves him.
   C. The servant thinks Death is crazy.
   D. The servant thinks Death is saying “hello.”
   E. The servant believes it is obscene.
6. An writer’s purpose is his or her aim, or goal. Which of the following best describes the purpose of the article “History of Samarra”?
   A. to inform or explain (expository)
   B. to portray a person (descriptive)
   C. to convince readers (persuasive)
   D. to express ideas (narrative)
   E. to tell a story (narrative)

7. Irony of situation is when an event occurs that violates the expectations of the characters, the reader, or the audience. Which event from this story is an example of situational irony?
   A. The merchant sends his servant to Bagdad for provisions.
   B. Death jostles the servant in the market of Bagdad.
   C. Death is expecting to see the servant in Samarra.
   D. The servant borrows the merchant’s horse to leave Bagdad.
   E. The merchant approaches Death without fear.

8. When the servant sees Death again in Samarra, he will most likely feel
   A. soothed.
   B. brave.
   C. shy.
   D. defeated.
   E. excited.

9. Which of the following statements supports the theme, or central message, of this selection?
   A. It is difficult to do the right thing.
   B. Crying will get you nowhere.
   C. Living a good life will keep you alive.
   D. You can run but you can’t hide.
   E. No one can cheat death.

10. The character of Death could best be described as
    A. professional.
    B. sarcastic.
    C. frightening.
    D. passive.
    E. aggressive.

**Essay**

*for The Appointment in Samarra*

11. *Personification* is a figure of speech in which an animal, a thing, a force of nature, or an idea is described as if it were human or is given human characteristics. In a paragraph, explain how personification is used in this fable and describe its function. Support your response with details from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Song of the Open Road

1. At the start of the journey, the speaker is glad to leave behind
   A. false expectations of others.
   B. the tedium of an unchallenging life.
   C. indoor complaints and criticisms.
   D. an indoor life that restricts his view of the night sky.
   E. illness and bad fortune.

2. When the speaker first encounters nature, the earth seems
   A. hard to understand.
   B. instantly beautiful.
   C. welcoming and embracing.
   D. cruel and violent.
   E. gentle and divine.

3. What does the speaker mean by saying “Henceforth I ask not good fortune, I myself am good fortune”?
   A. I accept my fate even though I want more for myself.
   B. I myself create the good fortune in my life.
   C. It is useless to expect good things from myself or others.
   D. I don’t need to ask for anything because providence has met my needs.
   E. I will not ask for more because the silent earth will not provide it.

4. Which of the following best describes the speaker’s mood at the beginning of the poem?
   A. rebellious
   B. restless
   C. indecisive
   D. light-hearted
   E. secretive
5. How does the focus of the poem change from the beginning to the end?
A. The poem begins with the speaker searching for a traveling companion and ends with the speaker finding someone to join him or her.
B. The poem begins with the speaker feeling ill from being trapped indoors for too long, and ends with him or her feeling healthy and free.
C. The poem begins with the speaker trying to be as tireless as the earth, and ends with the speaker drawing strength from a comrade.
D. The poem begins with the speaker inviting a companion to share the journey, and ends with the speaker learning to travel alone and free.
E. The poem begins with the speaker traveling alone and free, and ends with the speaker inviting a companion to share his or her journey.

6. Which of the following statements best describes the attitude of the speaker?
A. My journey is a challenging one, but with perseverance I can handle my troubles.
B. Traveling can only be enjoyed when shared with a companion.
C. When I travel free and unrestricted, I am amazed by the goodness I discover in myself and my surroundings.
D. Nature is rude and senseless and I need to be ready to defend myself at all times.
E. Because the earth never tires, I must always be vigilant and alert.

7. With which of the following statements would the speaker of this poem be most likely to disagree?
A. The divine will surprise you with beauty in ways you cannot imagine.
B. Free yourself of restrictions and be open to what lies ahead.
C. There is no need to contemplate the stars when there is so much to discover on Earth.
D. Love is more important to give than money, preaching, or law.
E. Traveling alone is always the best way to travel.
8. A theme is a central message or perception about life that is revealed through a literary work. Which of the following best describes the theme of this poem?

A. Life’s journey is long and hard, but with help from friends you can overcome many obstacles.
B. Be open to the liberating journey before you; the divine will reveal itself even if it seems hidden at first.
C. It is important to be open to new experiences, but it is also important to have a plan.
D. If the earth cannot provide everything you need, look to the constellations and you will find answers.
E. If you start your journey with specific goals firmly in your mind, you can reach any dream you wish.

Essay

for Song of the Open Road

9. Figurative language is writing or speech meant to be understood imaginatively instead of literally. Many writers, especially poets, use figurative language to help readers see things in new ways. Write a paragraph that explains what the open road might mean figuratively, rather than literally, to the speaker. Support your essay using details from the poem.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for I Wandered Lonely as a Cloud/The Grasmere Journals

1. In "I Wandered Lonely as a Cloud," to what does the speaker compare the field of daffodils?
   A. yellow flags fluttering in the breeze
   B. a cloud that floats over the hills
   C. a host of angels
   D. ten thousand sprightly dancers
   E. a sparkling, gleeful ocean

2. What was the relationship between William Wordsworth and Dorothy Wordsworth?
   A. They were husband and wife. Dorothy took care of their household and wrote a journal account of the same scene after reading William’s poem.
   B. William was the son of Dorothy, who encouraged him to write at an early age as she had always greatly enjoyed writing in her own journals.
   C. They were brother and sister. Dorothy took care of William’s household and wrote a journal account of the same event that inspired William to write his poem.
   D. They were cousins who often competed fiercely with each other in their respective writing careers. Dorothy was a known essayist while William emerged as a poet.
   E. They were unrelated but shared this common British last name. Each was a respected published author living in England’s Lake District.

3. In Dorothy Wordsworth’s journal entry, how does she describe the beginning of the walk?
   A. It is mild, but so windy that their walking companion turns back.
   B. It is raining, so they nearly cancel the walk, but then the sun comes out.
   C. It is sunny and such a perfect day that they decide to go for a walk.
   D. It is chilly and foggy and they can barely see the lake as they start out.
   E. It is hot and a storm is in the distance but they proceed on their walk anyway.
4. **Personification** is a figure of speech in which an animal, a thing, a force of nature, or an idea is described as if it were human or is given human characteristics. Which of the following lines from Dorothy Wordsworth’s journal is an example of personification?

A. “The hawthorns are black and green, the birches here and there greenish but there is yet more of purple to be seen on the twigs.”
B. “But as we went along there were more and yet more and at last under the boughs of the trees we saw that there was a long belt of them along the shore, about the breadth of a country turnpike road.”
C. “I never saw daffodils so beautiful . . . some rested their heads upon these stones as on a pillow for weariness and the rest tossed and reeled and danced and seemed as if they verily laughed with the wind that blew upon them over the lake . . .”
D. “There was here and there a little knot and a few stragglers a few yards higher up but they were so few as not to disturb the simplicity and unity and life of that one busy highway.”
E. “The bays were stormy, and we heard the waves at different distances and in the middle of the water like the sea . . .”

5. Based on the poem and journal entry, which statement summarizes the kind of life that William and Dorothy Wordsworth most likely led?

A. Their lives are focused on writing because it is how they support their families.
B. They are wealthy and take walks as a form of entertainment. They are focused on trivial rather than deeper things.
C. They are extremely poor and walk the Lake District only because they can afford no other form of entertainment.
D. They are financially stable and have enough recreational time to spend walking, writing, and reflecting on their experiences.
E. They are consumed by worry about their troubled family and take long walks to distract them from their cares.

6. When you evaluate cause and effect, you are looking for a logical relationship between a cause (something that makes something else happen) and an effect (the thing that happens). Which of the following sentences demonstrates cause and effect?

A. “The wind was furious and we thought we must have returned.”
B. “We first rested in the large boat-house, then under a furze bush opposite Mr Clarkson’s.”
C. “There was a boat by itself floating in the middle of the bay below Water Millock.”
D. “We fancied that the lake had floated the seeds ashore, and that the little colony had so sprung up.”
E. “The wind blew directly over the lake to them.”
7. The speaker in the poem would agree with which of the following statements?
   A. Happiness is best shared with family members.
   B. Happiness can come from unexpected places in the natural world.
   C. Happiness must come from within.
   D. Happiness can be experienced constantly if we train ourselves to look for it.
   E. Happiness is best experienced after hardship.

8. Based on Dorothy Wordsworth’s description of the walk, what type of person does she seem to be?
   A. She dislikes bad weather and prefers being comfortable indoors.
   B. She loves bad weather conditions because of the physical and mental challenge.
   C. She likes to live in a world that is peaceful and predictable.
   D. She seeks out change that matches her own mood and temperament.
   E. She doesn’t particularly like bad weather, but she loves to be among nature.

9. When the speaker in the poem says that the daffodils “flash upon that inward eye / Which is the bliss of solitude,” what is he or she saying about the way past experiences can affect the present?
   A. It can be difficult to move on from fond memories of the past.
   B. Good memories can remind a person to go out and experience all that the world has to offer.
   C. By reflecting on a memory, a person can be transported back to the joyous experience of the past and feel the same emotion once more.
   D. By exercising the memory, a person can train his or her “inward eye” and achieve an enlightened, blissful state.
   E. By feeling the “bliss of solitude,” a person can remember past events with great detail and emotion.
Read the passage below. Then answer the following question(s).

I gazed—and gazed—but little thought
What wealth the show to me had brought:
For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

10. According to this passage, remembering the image of the daffodils is most rewarding when
   A. the speaker is lying on his or her couch.
   B. the speaker is in a vacant or pensive mood.
   C. the speaker is experiencing the bliss of solitude.
   D. All of the above
   E. None of the above

Essay

for I Wandered Lonely as a Cloud/The Grasmere Journals

11. In a short essay, compare and contrast the different ways the poem and the journal entry express a similar scene. How do the different accounts express the different personalities of each speaker? Use examples from the text to support your ideas.
**Lesson Test**

**Multiple Choice**

*Identify the choice that best completes the statement or answers the question.*

**for Homeless**

_____ 1. When Quindlen meets Ann in the Port Authority Bus Terminal, what does Ann show her to prove she is “just passing through”?  
A. a one-way ticket home  
B. a note from her son who is waiting for her  
C. confirmation for a hotel reservation  
D. a set of house keys  
E. a photograph of a house

_____ 2. Quindlen says she has always been a person with an “overactive sense of place,” and that “the thing that seems most wrong with the world to me right now is that there are so many people with no __________.”  
A. jobs  
B. sense of purpose  
C. homes  
D. family  
E. hope

_____ 3. “Homes have stopped being homes. Now they are real estate,” Quindlen writes. What does she mean by this?  
A. As children grow up, they can’t wait to leave home and find their own way in the world.  
B. In our society today, people are more interested in property values than in making a house a home.  
C. Because people move around so much now, they no longer know what it means to feel rooted in a place and to feel at home.  
D. The family structure has eroded to a point where no one knows what it means to be welcomed and comfortable in their own special place.  
E. Big real estate developers evict people from their homes to make a profit.

_____ 4. *Tone* is the emotional attitude toward the reader or toward the subject implied by a literary work. The tone of this essay can best be described as  
A. humorous.  
B. playful.  
C. sarcastic.  
D. sincere.  
E. angry.
5. A writer's *purpose* is his or her aim, or goal. An author can sometimes have more than one purpose. Which of the following purposes does Quindlen *not* pursue in her essay?

A. to inform or explain (expository)
B. to portray a person, place, object, or event (descriptive)
C. to convince readers to accept a position or respond in some way (persuade)
D. to express thoughts or ideas (expressive)
E. to tell a story (narrative)

6. In her essay, Quindlen states a variety of reasons that homeless people often choose not to sleep in shelters. Which of the following reasons does she seem to find most compelling?

A. They are mentally ill and fearful that going to a shelter will result in being locked in again.
B. They want a place they can truly call their own and will not compromise by living in a shelter.
C. They fear the violence or trouble they may find in a shelter.
D. They know how crowded homeless shelters are and have stopped trying to get in.
E. They dislike the rules and restrictions that homeless shelters set.

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Read the following passage. Then answer the question below.

I knew what she was trying to tell me, for it was something I had often felt. She was not adrift, alone, anonymous, although her bags and her raincoat with the grime shadowing its creases had made me believe she was. She had a house, or at least once upon a time had had one. Inside were curtains, a couch, a stove, potholders. You are where you live. She was somebody.

7. Which of the following statements best describes the *theme*, or central message, of this passage?

A. Wherever you are in the world, that is home.
B. Home is a shelter from storms.
C. You can’t go home again.
D. Home is where you start from.
E. Your home is who you are.
Read the following passage. Then answer the question below.

It has been customary to take people’s pain and lessen our own participation in it by turning it into an issue, not a collection of human beings. We turn an adjective into a noun: the poor, not poor people; the homeless, not Ann or the man who lives in the box or the woman who sleeps on the subway grate.

8. What is the overall point the author is making in this passage?
   A. Making a social problem into an issue helps us be more effective in taking care of it.
   B. Generalizing about homeless people allows us to stereotype them.
   C. We use abstract language to distance ourselves from homeless people.
   D. Being homeless is a social problem that makes people with homes very uncomfortable.
   E. We need to take care of homelessness one person at a time.

Essay

for Homeless

9. Read the following passage. Then respond to the question below.

Home is where the heart is. There’s no place like it. I love my home with a ferocity totally out of proportion to its appearance or location. I love dumb things about it: the hot-water heater, the plastic rack you drain dishes in, the roof over my head, which occasionally leaks. And yet it is precisely those dumb things that make it what it is—a place of certainty, stability, predictability, privacy, for me and for my family. It is where I live. What more can you say about a place than that? That is everything.

In a short essay, use the passage above to discuss the points Quindlen makes about what having a home gives a person, and what a person loses by not having one. Support your response with details from the passage.
Learning Joy from Dogs Without Collars, page 836

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Learning Joy from Dogs Without Collars

1. Why did Lauralee Summer and her mother move from Northern Oregon to Southern California?
   A. Her mother wanted to introduce Lauralee to her extended family.
   B. Her mother believed Lauralee would be able to get a better education in California.
   C. Her mother hoped that Lauralee’s talent would be discovered in Hollywood.
   D. Her mother was drawn by the warmer weather and job prospects in California’s Industrial Belt.
   E. Her mother had purchased a comfortable home where they could live.

2. Summer writes, “Things did not go as expected when we arrived in California.” What does she mean by this?
   A. They found the rents were high, they had little money, it was hard for her mother to find a job, and they began living in a homeless shelter.
   B. Her mother quickly found a job, but the cost of living was higher than she anticipated and they had to live in a homeless shelter.
   C. Family members were not as dependable as they had expected, and she and her mother quickly became homeless.
   D. They found they could not afford the high cost of living and eventually moved back to Oregon.
   E. They suffered a series of bad accidents and illnesses and lost their home.

3. When Summer writes about having to sell her books at a rummage sale, she lists all of them by title. What can the reader infer from this?
   A. She knows these books so well that she feels she no longer needs to own them.
   B. She liked these books once but has outgrown them and would rather have a bicycle.
   C. She loves these books and does not want to give them up.
   D. She is glad to share these books with children who couldn’t otherwise afford them.
   E. She is angry that she has to part with any of her possessions.
4. When Summer becomes sick while she and her mother are living in San Jose, two children give her a get-well note addressed to Yellow Number 3. What is the significance of this?
A. It is notable that these children would show such compassion when they have many problems of their own.
B. Summer loves the color yellow and is happy to have a nickname.
C. The get-well note is for anyone who lives in the room, not just Summer.
D. Summer is defined not by her name but by the shelter room in which she lives.
E. Summer begins to be more compassionate to other residents once she feels better.

5. Based on her early-morning behavior at the Salvation Army chapter, which of the following activities would Summer enjoy most?
A. attending a party in the activity room
B. singing in a church choir
C. reading books in a quiet corner of the library
D. riding bikes with friends
E. enjoying a delicious meal with a large, laughing family

6. A theme is a central message or perception about life that is revealed through a literary work. Which of the following best describes the theme of this selection?
A. A safe and loving home is the most important thing you can give a child.
B. Being homeless gives people courage to face any difficulties later in life.
C. Living without a home is hard, but having a caring parent to share the challenges with makes everything bearable.
D. It is possible to survive homelessness when you have a hobby like reading or art to take your mind off things.
E. Being homeless is a national epidemic that must be addressed as soon as possible.

Read the following passage. Then answer the question below.
One windy day in San Jose, my mother sat on a park bench, waiting for the bus. She felt cold, even though it was August. So she thought, Forget about this, we're moving farther south. So we moved on to Santa Barbara.

7. What do these lines reveal about the character of Summer’s mother?
A. She knows how to be spontaneous and take advantage of better opportunities.
B. She makes quick decisions that are not always well thought-out.
C. She welcomes any opportunity to see new places.
D. She will do anything to avoid being cold and uncomfortable.
E. She makes decisions solely on what is best for her daughter.
Read the following passage and answer the question(s) below.

I wanted an address so badly, just to have a spot where I could get mail and magazines. Sometimes at newsstands in California I looked at the subscription cards in kids’ and teen magazines—“only $10 a year—six issues.” How easy life would be if only I could fill out that little card.

8. Evaluate why being able to subscribe to a magazine is so important to Summer. What does this desire say about her personal values and goals?
   A. It shows how determined Summer is to use reading as a tool to improve her life.
   B. It shows how fiercely Summer wants to fit in and be like other kids.
   C. It symbolizes a kind of financial freedom Summer wants more than anything else.
   D. It shows Summer’s interest in learning about things she doesn’t understand and improving her life through knowledge.
   E. It shows her strong desire to put down roots and put aside her worries about housing so she can once again focus on her love of reading and learning.

Matching
for Learning Joy from Dogs Without Collars

Choose the best description for each of the following characters.

A. Chris D. Lauralee
B. Star E. Lauralee’s mother
C. the woman who ran Wings of Love

9. friend whose family shared a room with Summer and her mother
10. got up early to daydream in the shower
11. sang “Revenge of the Nerds”
12. hoped to live in a warm climate
13. kept money intended for the shelter

Essay
for Learning Joy from Dogs Without Collars

14. Outline the various places Summer and her mother live throughout this selection, the reasons they move on, and how Summer reacts to each new place. Why do you think Summer chooses to report these events without much emotion? Support your response with details from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Blue Highways: A Journey Into America

1. Of all the towns in Tennessee with odd names, which one does William Least Heat-Moon most want to find, and why?
   A. Turtletown, because of its annual snapping turtle races
   B. Love Joy, because he once had a girlfriend named Joy
   C. Peeled Chestnut, because he is hungry
   D. Nameless, because he thinks it’s a humorous name
   E. Miser Station, because of its spendthrift reputation

2. According to the author, the “one almost infallible way to find honest food at just prices in blue-highway America” is to
   A. listen only to the recommendations of restaurant owners.
   B. watch where the locals eat and do the same.
   C. count the number of wall calendars in a cafe.
   D. make sure the cafe serves peach pie and grape jelly.
   E. review the menu before entering the restaurant.

3. Why does Madison Wheeler say he continues to farm?
   A. “A man becomes what he does . . . It’s the doin’ that’s important.”
   B. “I got two boys raised, and they never been in trouble. I got a brick house and some corn and tobacco and a few Hampshire hogs and Herefords.”
   C. “I got no debts now. Crops have been good to me.”
   D. “Had a decent business for five years, but too much of it was in credit.”
   E. “A man ought to honor other people, but he’s got to honor what he believes in too.”

4. Why does Hilda Watts say Miss Ginny’s Deathbook is like “St. Peter at the gates inscribin’ the names”?
   A. It provides vital information to the local coroner, who relies on the Deathbook.
   B. It is an important record because there is no newspaper that publishes obituaries.
   C. It is used by the local community churches to arrange funerals and burials for the recently departed.
   D. It ensures that information about all local residents is available for future genealogy research.
   E. It ensures that the people will be remembered, just as St. Peter keeps track of those who have died.
5. If Thurmond Watts were to print an advertisement in order to sell his store, which of the following phrases would most likely be included in his ad?
A. “Affluent outsiders wanted to bring new energy to community store.”
B. “Upright, churchgoing couple sought to carry on our family’s values.”
C. “Local craftspeople needed to promote community life and culture.”
D. “Family members and neighbors near Cordell Hull Lake given preference.”
E. “Buyers with background in homeopathic medicine desired.”

6. Least Heat-Moon tells the waitress he is looking for “harmony.” Choose the group of events below that would be most likely to bring him a sense of harmony.
A. eating at a three-calendar cafe; asking for directions from the ambulance driver; being pursued by mixed-breed German shepherds trying to eat his tires
B. getting a Smiley pin from the waitress; hearing Madison Wheeler explain why he still farms; being told by Thurmond Watts that his store is closed for good
C. getting directions from Madison Wheeler; listening to music on the Wattses’ Edison phonograph; expecting weather that will give a man “the weary dismals”
D. getting a Smiley pin from the waitress; being invited back for dinner by Madison Wheeler; listening to music on the phonograph and laughing with Thurmond Watts
E. hearing Ginny Watts’ concern for his safety; eating buttermilk pie as the Watts family watches him; learning that there may be no one to continue running the store

7. Both Marshall Wheeler and Thurmond Watts are highly conscious of the changes their rural area has experienced. Which of the following changes has actually improved the local economy?
A. The local doctor has died and has not been replaced.
B. People prefer shopping at supermarkets instead of the general store.
C. Young people are leaving the area to make a better living elsewhere.
D. People from Florida, Mississippi, and elsewhere are retiring in the area.
E. Paved roads make it easier for people to leave the rural area to work.

8. Which quotation reflects the person who seems to have had the biggest change in attitude during his or her life?
A. “I started out in life not likin’ anything, but then it grew on me. Maybe that’ll happen to you.”
B. “Satisfaction is doin’ what’s important to yourself. A man ought to honor other people, but he’s got to honor what he believes in too.”
C. “We could fix up a horse or a man or a baby.”
D. “Calm me like the hand of the Lord.”
E. “How many’s left that grew up in a log cabin? I ain’t the last surely, but I must be climbin’ on the list.”
Read the following passage. Then answer the question(s) below.

She said, “You from the North?”
“I guess I am.” A Missourian gets used to Southerners thinking him a Yankee, a Northerner considering him a cracker, a Westerner sneering at his effete Easternness, and the Easterner taking him for a cowhand.

9. How might this conversation connect to the author’s quest?
A. Everything is relative: understanding anybody, including someone from Missouri, depends on where you are standing in relation to that person.
B. Not knowing how to define himself as a Missourian makes the author even more determined to understand the lives of the common people he meets.
C. The fact that no one agrees about how to define a Missourian further drives the author in his own deeper quest to understand himself.
D. The fact that no one agrees about how to define a Missourian motivates the author to live outside his home state.
E. Because no one agrees as to how to define a Missourian, the author decides it is up to him to educate others and set the record straight.

Matching

for Blue Highways: A Journey Into America

Choose the best description for each of the following.

10. used iodine to take care of a complaint
11. Tennessee Tech nursing student
12. kept a Deathbook
13. Ginny Watts’ sister
14. falsely claimed Nameless as place of birth
15. narrator of Blue Highways
16. played “Evening Rhapsody” on an Edison phonograph
17. name of a Smiley button
18. said travel would be better with a dog
19. could not give directions to Nameless

Essay

for Blue Highways: A Journey Into America

20. Although Madison Wheeler is the one who says “It’s the doin’ that’s important,” many of the people William Least Heat-Moon meets reflect this statement. Argue whether the people the author writes about are satisfied with their lives. Use examples from the text to support your response.
Journey/The Journey, page 849

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Journey/The Journey

_____ 1. In “Journey” by Joyce Carol Oates, how is the traveler’s map used at the beginning of the journey and at the end?
   A. At the beginning, the map is stuffed in a jacket pocket; it is forgotten until the end of the day when the traveler needs to consult it.
   B. The map begins the journey carefully marked; the traveler brings it along and consults it at the end of the journey.
   C. At the beginning, the traveler has the map memorized; by the end it is left in the car and he or she remembers it only as a blank sheet of paper.
   D. At the beginning, the map is carefully folded; by the end it is torn beyond recognition and of no use to the traveler.
   E. The map begins the journey forgotten in a backpack, but it is used at the end to keep the traveler from getting lost.

_____ 2. In “Journey,” the first highway the traveler takes can best be described as
   A. under construction and badly damaged in places.
   B. broad, handsome, and a marvel in engineering.
   C. well-designed and expensive, but lacking in safety features.
   D. several years old, but well-structured considering its age.
   E. built for speed, with many views of the destination city.

_____ 3. In the poem “The Journey” by Mary Oliver, what does the narrator hear before starting his or her journey?
   A. helpful advice from family and friends
   B. words of strong disappointment and disapproval
   C. pleas from family members who want him or her to stay
   D. requests from friends who want to join him or her
   E. voices shouting bad advice

_____ 4. A motivation is a force that moves a character to think, feel, or behave in a certain way. In the poem “The Journey,” what motivates the narrator to leave the house?
   A. The narrator wants space to think about how to mend the life of a friend.
   B. The narrator wants to save the only life he or she can save.
   C. The narrator wants to show that he or she refuses to listen to angry shouting.
   D. The narrator wants to meet friends who are waiting outside the house.
   E. The narrator feels melancholy and wants to create a better mood.
5. Consider that the journey in the short story might symbolize the narrator’s life. Based on this, what would the narrator most likely do if he or she had the chance to start his or her life over again? 
A. He or she would be more careful and make more plans.  
B. He or she would take more risks and be more spontaneous.  
C. He or she would go with the flow instead of trying to be different.  
D. He or she would live it exactly the same way as he or she did the first time.  
E. He or she would find a companion to share life’s challenges.

6. In the poem “The Journey,” in order to hear his or her own voice, the narrator must 
A. leave the house and the demands of the people inside.  
B. listen to the needs of the others in the house and help them.  
C. be willing to travel a long distance.  
D. run away from the house and seek the wisdom of nature.  
E. keep company with others who share the same situation.

7. Are the journeys described in the short story and the poem meant to be understood literally or symbolically? How so?  
A. Both journeys are to be understood literally because they include concrete sensory details that chronicle each place the narrator travels.  
B. Both journeys are to be understood literally because each narrator acts in ways that would be required on an actual trip.  
C. The journey in the short story is symbolic because of its dreamlike state. The poem should be taken literally because of its vivid details.  
D. Both journeys are to be understood symbolically because each narrator must conquer his or her fear of getting lost in the world.  
E. Both journeys are to be understood symbolically because they help the travelers understand who they are as individuals.  

Read the following passage. Then answer the question(s) on the next page.

You find yourself standing at the edge of a forest, staring ahead into the dark. Is that a field ahead, or a forest of small trees? Your path has long since given way to wild grass. Clouds obscure the moon, which should give you some light by which to make your way and you wonder if you dare continue without this light.

Suddenly you remember the map you left back in the car, but you remember it as a blank sheet of paper.

You resist telling yourself you are lost. In fact, though you are exhausted and it is almost night, you are not lost. You have begun to shiver, but it is only with cold, not with fear.
8. An allegory is a work in which characters, events, or settings symbolize, or represent, something else. If the journey in the short story is an allegory for the life of the person the narrator addresses as “you,” what might the place described in this passage represent?

A. a time in your life when you are energized by new discoveries and feel stronger because of them
B. a time in your life when you need a clearer understanding in order to keep going
C. a time in your life when you have lost your way and must change course
D. a time in your life when things are unfamiliar but you feel you can handle them
E. a time in your life when you feel vulnerable and want to return to safer choices

Matching for Journey

Match the place with the order in which it is visited on the journey.

A. 1st B. 2nd C. 3rd
D. 4th E. 5th

9. broad, gleaming highway
10. faint overgrown footpath through a forest
11. small, unpaved road that makes the car rattle
12. high elevation with destination city in view
13. paved, smaller road that grows narrow on curves

Essay for Journey/The Journey

14. Compare and contrast how Joyce Carol Oates and Mary Oliver depict independence and individuality in these two selections. What imagery do they use to portray fears, self-doubt, choices, and the triumphant realization of the self? Support your responses with details from the selections.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for New Directions/The Road Not Taken

1. What is the situation in 1903 that leads Mrs. Annie Johnson to “step off the road and cut me a new path”?
   A. She is working three jobs because her husband has left her, but her health issues force her to slow down and rethink her options.
   B. She is working at the town lumber mill when she has a falling-out with the owner over poor labor conditions; she then feels compelled to become a union organizer in order to help all workers.
   C. Her husband wants her to join him in his ministry in Oklahoma, but she wishes to stay in Arkansas to raise her children with the same traditional values she grew up with.
   D. Her husband has left her, she needs to find work despite limited options as an African-American woman, and she refuses to leave her children to anyone else’s care.
   E. As the only provider for her children, she must work at the cotton gin by day and the lumber mill by night, but she insists on bringing them with her to work instead of leaving them at home.

2. Which statement below best summarizes the way that Annie Johnson “made her plans meticulously and in secret”?
   A. She cooked up meat pies that smelled so good that workers bought them even though they brought their own lunches; she told no one of her recipe and made no announcement of her store.
   B. She measured the distance between the cotton gin and lumber mill and placed her store at the exact midpoint, but only after she repeatedly carried the lunches to both places to get the workers to depend on them.
   C. She planned how to entice workers to want her lunches badly enough to walk to her store to buy them; she secretly conducted a trial run with stones the same weight as the food to make sure she would be able to carry out her plan.
   D. She alternated between bringing the lunches to the factory and the cotton gin until all the workers realized how fair she was and agreed to walk to the store she set up between the two locations.
   E. She demonstrated how dependable she was by preparing the meat pies with the same care and quality every day, regardless of the customer or the weather conditions, and she gained a large customer base.
3. When first discovering two diverging roads in “The Road Not Taken,”
the speaker is immediately sorry not to
A. be able to travel both.
B. have access to a map.
C. be better at decision-making.
D. have the benefit of hindsight.
E. have more time to choose.

4. When the speaker in “The Road Not Taken” realizes he can only travel
one road, how does he make his choice?
A. He chooses the second road, telling himself he can travel the first
another day, even as he knows this is probably not true.
B. He chooses the more traveled road, realizing that it will allow him
better access to the many dreams he has for his life.
C. He notices other travelers have worn down the roads until they are
about the same, and knows his choice doesn’t really matter.
D. He determines which road lets him see farthest ahead and chooses
that one, knowing it will give him greater foresight.
E. He knows that by choosing one road, he will never travel the other,
so he chooses the less-traveled in order to have an adventure.

5. Annie Johnson put together an informal business plan when she forged
a new path for herself. Which of the following sentences describes
something that was not part of that plan?
A. Annie assessed her own skills and identified that she was a good
cook.
B. Annie identified her customer base as cotton gin and mill workers.
C. Annie obtained clearance from cotton gin and mill owners and
managers.
D. Anne confirmed that she could transport her goods in a timely
manner.
E. Annie offered a service to her customers that they could depend on.

6. Robert Frost called “The Road Not Taken” “a trick poem—very tricky.”
Which of the following statements does not illustrate the poem’s
trickiness?
A. The speaker can only take one path, so there is no way for him to
know if his final choice did indeed make “all the difference.”
B. At the end, the speaker honors the path “less traveled by,” even
though he says earlier that the paths are worn “really about the
same.”
C. The speaker says each road is equally filled with leaves that “no step
had trodden black.”
D. The speaker says one path is “just as fair” as the other, but this path
has “a better claim” because it is “grassy and want[s] wear.”
E. The speaker realizes he may know “ages and ages hence” if he has
made the right choice, but he has no way of knowing now.
7. Which of the following best describes the way Annie Johnson and the speaker in the poem face their respective challenges?

A. Because Annie's challenges in taking care of her children are huge, she agonizes over her decision. The speaker in the poem knows that either road is worth traveling, so his decision is less difficult.

B. Annie seeks out the good counsel of people she trusts before she takes action. However, the speaker in the poem realizes that his is a private decision and he must make it on his own.

C. Annie reviews several choices and decides to pursue the road least traveled, challenging societal norms. The speaker in the poem knows he has only two choices and chooses as others have.

D. No existing path is acceptable to Annie, so she boldly forges a new path. The speaker in the poem has a hard time deciding which road is better, and makes his decision with some uncertainty.

E. Annie triumphantly forges a new path with courage and a desire to be an example for others. The speaker in the poem is hesitant, but emerges knowing his choice has made all the difference.

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Read the following passage from "New Directions." Then answer the following question(s).

Each of us has the right and the responsibility to assess the roads which lie ahead, and those over which we have traveled, and if the future road looms ominous or unpromising, and the roads back uninviting, then we need to gather our resolve and, carrying only the necessary baggage, step off that road into another direction. If the new choice is also unpalatable, without embarrassment, we must be ready to change that as well.

8. A theme is the central message or perception about life that is revealed through a literary work. Which statement below best expresses the theme of this passage?

A. With life's inevitable obstacles, everyone has a duty to help each other and improve things for all.

B. When we experience challenges, it is our responsibility to take new directions that will help us recover.

C. When we experience challenges, it is the responsibility of family to band together and face down difficulties.

D. When we are weighed down by burdens, we must remove every obstacle and simplify our lives.

E. Each one of us is responsible for our own happiness and for taking new directions, which includes fighting injustice.
Matching

*for New Directions*

*Match the event with the order in which it occurred.*

A. 1st  E. 5th  
B. 2nd  F. 6th  
C. 3rd  G. 7th  
D. 4th  H. 8th  

_____ 9. Annie cooks on a grill and workers smell the aroma. 
_____ 10. Annie makes a detailed, secret plan. 
_____ 11. Annie’s business starts to become popular. 
_____ 12. Annie tests her plan by walking with stones in two five-gallon pails. 
_____ 13. Annie builds a store and sells the workers many different items. 
_____ 14. Annie builds a stall midway between the gin and mill. 
_____ 15. Faced with unacceptable choices, Annie decides to do something different. 
_____ 16. Annie boils chicken, fries ham, and assembles ingredients for meat pies. 

Essay

*for New Directions/The Road Not Taken*

17. A *round character* shows the multiple character traits of a real person. In a short essay, explain why Annie Johnson is a round character by identifying her character traits the details the author uses to reveal them. Support your answer with details from the selection.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Road and the End

1. Based on information about the author, why is it not surprising that Carl Sandburg would write about travel?
   A. Sandburg’s father loved railroad travel and encouraged his son to see the world.
   B. Sandburg traveled by train, first by using a railroad pass and later as a hobo.
   C. Sandburg learned to love travel after serving in the Spanish-American War.
   D. Sandburg shared many long walks and poems with Walt Whitman.
   E. One of seven children, Sandburg left home early to seek his fortune.

2. What key phrase does the speaker repeat to explain how he will travel?
   A. “Regret shall be the gravel under foot.”
   B. “Down the roadway in the dusk”
   C. “See the night slur into dawn”
   D. “the fugitives of pain go by”
   E. “I shall foot it”

3. Alliteration is the repetition of initial consonant sounds. Which of the following lines does not contain alliteration?
   A. “Down the roadway in the dusk”
   B. “In the silence of the morning”
   C. “Where tall trees flank the way”
   D. “The broken boulders by the road”
   E. “Slim birds swift of wing”
4. Consider the following lines from the poem:

“The broken boulders by the road / Shall not commemorate my ruin”

Which of the following statements best matches the meaning of these lines?
A. I refuse to allow the rocks or any element of nature to pay tribute to me.
B. I will see the boulders along the road as silent witnesses of strength.
C. Just because the boulders are broken doesn’t mean my own destruction will follow.
D. The natural elements of the prairie remind me to maintain my humility.
E. Even though mighty boulders have been broken by war, I refuse to break.

5. The speaker of the poem says, “Regret shall be the gravel under foot.”
Which of the following best describes the speaker’s attitude toward regret?
A. scornful
B. fearful
C. welcoming
D. angry
E. victorious

6. The setting of a literary work is the time and place in which it occurs. Mood is the emotion created in the reader by part or all of a literary work. What time(s) of day does the speaker describe, and how does this setting affect the mood of the poem?
A. The speaker walks into the “silence of morning,” but the mood remains dark.
B. The speaker walks down the roadway at dusk; the time and mood do not change.
C. The speaker gives no sense of time; elements of nature create a frightening mood.
D. The speaker sees the night “slur into dawn” and the mood becomes brighter.
E. The speaker sees the “silence of the morning” darken into night and hopelessness.

7. Evaluate the following phrases and judge which group of images presents the strongest sense of hope or inspiration.
A. “Down the roadway in the dusk / Where shapes of hunger wander”
B. “Where shapes of hunger wander / And the fugitives of pain go by”
C. “. . . the slow great winds arise” / “Where tall trees flank the way”
D. “Where tall trees . . . shoulder the sky; “I shall watch for / Slim birds swift of wing”
E. “. . . where wind and ranks of thunder / Drive the wild processionals of rain”
8. Which of the following best summarizes this poem?

A. The speaker deals with adversity by enduring hunger, pain, and fear, ultimately acknowledging that he or she is mortal and shall inevitably become dust.

B. The speaker travels with courage and determination, dealing stoically with adversity, crushing regret under foot, and drawing inspiration from birds that fly into storms.

C. The speaker looks at the folly of nature and realizes that even while traveling through its decay, a human being is immortal and will not succumb to ruin or regret.

D. The speaker bears personal witness to those who suffer hunger and pain, he or she walks with them and shares the difficult journey to help them find strength.

E. The speaker seeks to be anointed by the brokenness of boulders, the swift flight of birds, and the dust of the traveled road, embracing adversity to grow stronger.

Essay

for The Road and the End

9. A metaphor is a comparison in which one thing is spoken of or written about as if it were another. In a brief essay, assess whether the road in this poem is an actual road or a metaphor for something else. What aspects of “The Road and the End” suggest that the speaker is on a symbolic, rather than literal, journey? Use examples from the text to support your ideas.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for All Watched Over by Machines of Loving Grace

1. In the author’s imagination, what do deer “stroll peacefully past”?
   A. pure water
   B. automobiles
   C. computers
   D. flowers
   E. satellites

2. Who or what does the speaker imagine will watch over us?
   A. mammals
   B. parents
   C. machines
   D. mother nature
   E. gods

3. Mood, or atmosphere, is the emotion created in the reader by part or all of a literary work. The writer can evoke an emotional response in the reader—such as fear, discomfort, longing, or anticipation—by working carefully with descriptive language and sensory details. Which of the following best describes the mood of this poem?
   A. angry but sad
   B. frightened but strong
   C. numb but humorous
   D. eerie but beautiful
   E. serene but urgent

4. Consider the simile “like pure water touching clear sky” within the context of the poem. What idea or concept does the author intend to convey with this simile?
   A. dullness
   B. support
   C. clarity
   D. unity
   E. anger
5. Consider the following lines:
   “and joined back to nature, / returned to our mammal / brothers and sisters”
   These lines imply that
   A. technology can be beneficial to animals as well as humans.
   B. humans should put the needs of animals before their own.
   C. it is important for humans to remember their connection to nature.
   D. All of the above
   E. None of the above

6. The speaker of this poem envisions a landscape that is
   A. peaceful.
   B. controlled.
   C. chaotic.
   D. dull.
   E. ugly.

7. The poem indicates that it would be better for humans not to
   A. have any cares.
   B. work with computers.
   C. try to control the world.
   D. All of the above
   E. Both A and C

8. Why might the speaker dream about technology, humans, and nature all living side by side?
   A. He or she is simply describing a silly dream in order to amuse the reader.
   B. He or she is uncertain about technology’s growing role in society and worries it will overshadow the role of nature in the lives of humans.
   C. He or she is excited about the growing role of technology in society and thinks that nature can benefit from new technological developments.
   D. He or she finds nature to be slightly dull and thinks technology could make it more interesting.
   E. He or she thinks technology can help humans to reconnect with nature.

9. Consider the phrases in parentheses that appear throughout the poem. What effect do they help to create?
   A. a sense of mystery
   B. a sense of urgency
   C. a sense of fear
   D. a sense of uncertainty
   E. a sense of optimism

Essay

For All Watched Over by Machines of Loving Grace

10. Compare how the speaker’s vision of cybernetic ecology compares with our current world. How do we coexist with technology? With other animals? Where might our society be headed in relation to both? Support your responses.
Minister Without Portfolio, page 864

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Minister Without Portfolio

1. What brings Mrs. Chriswell to the field?
   A. She wants to sketch cows.
   B. She is birdwatching.
   C. She likes to crochet outside.
   D. She is hunting.
   E. She is lost.

2. Which of the following characteristics is unique to Mrs. Chriswell?
   A. She loves cows.
   B. She is color-blind.
   C. She has green skin.
   D. She likes to be lazy.
   E. She enjoys birdwatching.

3. What does Mrs. Chriswell mistake for water as she is walking through the field?
   A. the ship
   B. the metal hat
   C. the cows
   D. Jord’s uniform
   E. a city

4. What does the “lovely metal hat” allow Mrs. Chriswell to do?
   A. understand Jord’s language
   B. hear and smell the Harmony Hills
   C. see her grandchildren
   D. know the future
   E. see in color

5. One can assume from the selection that Clara
   A. trusts Mrs. Chriswell with her children.
   B. wants to help Mrs. Chriswell adjust.
   C. does not appreciate Mrs. Chriswell.
   D. secretly envies Mrs. Chriswell.
   E. has no hobbies of her own.
6. Characterization is the act of creating or describing a character. Which of the following characters in this story could be described as overbearing and false?
A. Clara
B. Mrs. Chriswell
C. Jord
D. Jord’s leader
E. Edna

7. Tone is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following words best describes the tone of this selection?
A. playful
B. irritated
C. serious
D. sarcastic
E. stiff

8. Consider the questions that Jord’s leader asks Mrs. Chriswell. What might these particular questions indicate about the visiting group’s values?
A. The group values power and feats of strength.
B. The group values religious beliefs and little else.
C. The group values rules and strict limits.
D. The group values peace and understanding.
E. The group values strict gender roles and love.

Read the following passage. Then answer the questions below.

“Tell me about your hills,” she said.

“Wait,” Jord said. “I will show you.” He glanced at his leader as if for approval. The young man who had fitted her hat nodded. Jord drew a fingernail across the breast of his uniform. Mrs. Chriswell was surprised to see a pocket opening where no pocket had been before. Really, the Air Force did amazing things with its uniforms, though, frankly, Mrs. Chriswell thought the cut of these a bit extreme.

Carefully, Jord was lifting out a packet of gossamer material. He gently pressed the centre of the packet and it blossomed out into voluminous clouds of featherweight threads, held loosely together in a wave like a giant spider web. To Mrs. Chriswell’s eyes the mesh of threads was the colour of fog, and almost as insubstantial.

9. Mood, or atmosphere, is the emotion created in the reader by part or all of a literary work. Which of the following words best describes the mood of this passage?
A. concerned
B. frightened
C. aggravated
D. awestruck
E. joyous
10. Which of the following details adds to the humor of this passage?
   A. Jord’s pocket appears out of nowhere.
   B. The mesh of threads is as insubstantial as fog.
   C. Mrs. Chriswell believes the Air Force made Jord’s uniform.
   D. Jord shares the Harmony Hills with Mrs. Chriswell.
   E. Jord must check with his leader before he proceeds.

Matching

for Minister Without Portfolio

Choose the best description for each of the following characters.

A. Ida Chriswell  D. Evelyn
B. Clara  E. nursemaid
C. Jord

11. fights over candy
12. does not want any help with the kids
13. misses his or her family
14. does not like doilies
15. saves the planet

Essay

for Minister Without Portfolio

16. A **theme** is a central message or perception about life that is revealed through a literary work. In a paragraph, identify the central theme of this story. Support your view with evidence from the text. Finally, explain how this message might apply to your everyday life.
The Test/Auto Wreck, page 870

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Test/Auto Wreck

_____ 1. Who is riding in the car with Robert?
   A. his mother
   B. his instructor
   C. a sleeping girl
   D. his brother
   E. no one

_____ 2. Robert considers himself a good
   A. listener.
   B. painter.
   C. mechanic.
   D. driver.
   E. doctor.

_____ 3. The accident actually happens
   A. in a man’s nightmare.
   B. while Robert is under hypnosis.
   C. in a horror movie.
   D. in one of Robert’s childhood memories.
   E. in a flashback.

_____ 4. Where is Robert taken after he signs his application form?
   A. back to school
   B. to the parking lot
   C. to jail or a hospital
   D. to his mother’s house
   E. to the office or detention hall

_____ 5. A writer’s purpose is his or her aim, or goal. Which of the following
   best describes the author’s purpose for writing “The Test”?
   A. to inform or explain (expository)
   B. to portray a person (descriptive)
   C. to convince people to accept a position (persuasive)
   D. to portray a place (descriptive)
   E. to tell a story (narrative)
6. Mood, or atmosphere, is the emotion created in the reader by part or all of a literary work. Which of the following groups of words best describes the progression of this story’s mood?
   A. angry, calm, tense, relieved
   B. tense, terrifying, scary, joyful
   C. peaceful, panicked, relieved, confused
   D. peaceful, hopeful, concerned, joyful
   E. panicked, painful, scary, happy

7. The two grooves on the floor indicate that
   A. Robert’s shoes are heavier than most and put a dent in the floor.
   B. the men running the test are being deceptive.
   C. many people have had the same reaction as Robert.
   D. the building they are occupying is old and falling apart.
   E. All of the above

8. The reader can infer that because of his experience in this story, Robert Proctor will always
   A. question reality.
   B. drive safely.
   C. respect the dead.
   D. look both ways.
   E. hate the law.

9. This story indicates that no one can
   A. pass a driver’s test.
   B. know what is actually real.
   C. honestly claim to be a good driver.
   D. know how to respond in all situations.
   E. be in the right place at the right time.

Read the following passage. Then answer the question(s) below.

He felt something push into his stomach, and the world began to go grey. Just before he lost consciousness he heard the scream stop, and he knew then that he had been hearing a single, short-lived scream that had only seemed to drag on and on. There came a painless wrench, and then darkness.

10. Why might the author have chosen to make this passage rather ambiguous?
    A. to create suspense
    B. to mislead the reader
    C. to cause confusion
    D. to focus on Robert’s mother
    E. to answer the reader’s questions
Matching

For The Test

Match the event with the correct order in which it occurred.

A. 1st  B. 2nd  C. 3rd  D. 4th  E. 5th  F. 6th

11. The blue convertible strikes Robert’s front fender.
12. Robert and his mother talk pleasantly.
13. Robert’s car spins into the left-hand lanes.
14. Robert pays the fee and signs the application.
15. Robert sees the sleeping girl in the other car.
16. Robert sees the large truck and a small blue convertible ahead.

Essay

For The Test/Auto Wreck

17. What is the purpose of the part of the driver’s test described in this story? What judgment do the other characters make about Robert after the accident? How might a person’s response to a car accident reflect his or her morality, or understanding of right and wrong? In a paragraph, state a possible theme for this story and explain how the story illustrates this theme.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for A Sound of Thunder

1. Why does Eckels want to go on a Time Safari?
   A. to meet his ancestors
   B. to change the future
   C. to hunt a dinosaur
   D. to see the future
   E. to scare himself

2. Why can’t the hunters take a trophy back with them?
   A. They didn’t pay for a trophy.
   B. No one is supposed to touch the dinosaur.
   C. The dinosaur is too big for the machine.
   D. Travis wants it for himself.
   E. It would alter the course of history.

3. Who is terrified by the Tyrannosaurus rex?
   A. Eckels
   B. Travis
   C. Kramer
   D. Billings
   E. Lesperance

4. Why is it important that the travelers stay on the path?
   A. so they don’t get lost
   B. so they don’t harm anything
   C. so they don’t track mud into the machine
   D. so they don’t get left behind
   E. so they don’t see backstage

5. Figurative language is writing or speech meant to be understood imaginatively instead of literally. Many writers use figurative language to help readers see things in new ways. Which of the following is not an example of figurative language?
   A. “The jungle was high and the jungle was broad and the jungle was the entire world forever and forever.”
   B. “Put your first two shots into the eyes, if you can, blind them, and go back into the brain.”
C. “It ran with a gliding ballet step, far too poised and balanced for its ten tons.”
D. “Its armored flesh glittered like a thousand green coins. The coins, crusted with slime, steamed.”
E. “A windstorm from the beast’s mouth engulfed them in the stench of slime and old blood.”

6. Consider the last sentence of the selection, “There was a sound of thunder.” The reader may assume that this sound refers to
A. Travis firing his rifle.
B. a thunderstorm arriving.
C. Eckels shooting Travis with a gun.
D. the arrival of the dinosaur.
E. the destruction of the machine.

7. A theme is a central message or perception about life that is revealed through a literary work. One of the main themes in this story is that time travel is
A. dangerous.
B. unnecessary.
C. enjoyable.
D. frightening.
E. wise.

8. This story supports the idea that
A. technology benefits all of mankind.
B. only certain creatures are important.
C. hunting is a dangerous sport.
D. fear can destroy all relationships.
E. every life affects the course of history.

9. Travis can best be described as
A. a harsh and unintelligent man.
B. a patient and understanding guide.
C. an intimidating but wise guide.
D. a reckless and angry man.
E. a frightened and nervous guide.

Read the following passage. Then answer the question(s) on the next page.

“Ah,” said Travis.
Everyone stopped.
Travis raised his hand. “Ahead,” he whispered. “In the mist. There he is. There’s His Royal Majesty now.”
The jungle was wide and full of twitterings, rustlings, murmurs, and sighs.
Suddenly it all ceased, as if someone had shut a door.
Silence.
A sound of thunder.
Out of the mist, one hundred yards away, came Tyrannosaurus rex.
“Sh!”
10. What purpose does this passage serve within the story?
   A. It introduces a new character.
   B. It introduces the story’s conflict.
   C. It provides comic relief during a tense moment.
   D. It builds or creates suspense.
   E. All of the above

Matching

for A Sound of Thunder

Choose the best description for each of the following.

A. Eckels      D. Deutscher
B. Travis      E. Lesperance
C. Keith

11. explains to the hunters why killing a mouse could affect history

12. runs in fear from the Tyrannosaurus rex

13. referred to as an “iron man” and “a man with guts”

14. tracks the dinosaurs and tags them with red paint

15. called a “fool weakling” by the man at the desk

Essay

for A Sound of Thunder

16. A narrator is one who tells a story. The narrator in a work of fiction may be a central or minor character or simply someone who witnessed or heard about the events being related. Of primary importance is the choice of the narrator’s point of view. In stories written in first-person point of view, the narrator may be a participant or witness of the action. In stories told from a third-person point of view, the narrator stands outside the action. In a paragraph, explain why you think Bradbury chose the type of narrator and point of view he did for this story. Support your view with evidence from the selection and logical reasoning.
Name: ____________________________________________________   Date: __________________

The Feeling of Power, page 886

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for The Feeling of Power

_____  1. What is the new science that everyone is so interested in?
   A. physics
   B. chemistry
   C. graphitics
   D. hydroponics
   E. pyrotechnics

_____  2. People initially react to Aub’s “new” knowledge with
   A. excitement.
   B. skepticism.
   C. sorrow.
   D. anger.
   E. fear.

_____  3. Why might the discovery of this “new” knowledge be humorous for the reader?
   A. In our society, small children are familiar with this knowledge.
   B. This knowledge is not new.
   C. This knowledge was used to create computers.
   D. This knowledge is basic math and writing.
   E. All of the above

_____  4. Which of the following pairs of words best describes Technician Aub?
   A. meek and nervous
   B. old and concerned
   C. bold and happy
   D. creepy and wise
   E. strong and silent

_____  5. According to General Weider, why would a manned missile be better than a computer-laden missile?
   A. It would be more expendable.
   B. It would be easier to conceal.
   C. It would save human lives.
   D. It would create new jobs.
   E. It would help the economy.
6. Consider the following sentence.

“The cave men with their triremes, stone axes, and railroads had no computers.”

What does this line indicate?
A. Cavemen had railroads too.
B. Stone axes were just as good an invention as railroads were.
C. Eras that seem fairly recent to us will be considered primitive in the future.
D. No one likes computers.
E. All of the above

7. This selection indicates that great ideas
A. are hard to come by.
B. are easily destroyed.
C. can grow boring.
D. are often ignored.
E. can be misused.

8. The story follows the development of a new concept. It shows what happens as the concept is shared with and contributed to by more and more people. What is the effect of organizing the story in such a manner?
A. It illustrates how people can use trickery and false ideas to persuade others.
B. It shows how the idea ends up morphing into something that Aub does not recognize.
C. It creates a cyclical effect, bringing the reader back to where the story began.
D. It makes the idea into a puzzle that the reader must solve.
E. None of the above

Read the following passage. Then answer the question(s) below.

The congressman coughed gently. "If I may make another point, Mr. President—the further we can develop this thing, the more we can divert our Federal effort from computer production and computer maintenance. As the human brain takes over, more of our energy can be directed into peacetime pursuits, and the impingement of war on the ordinary man will be less. This will be most advantageous for the party in power, of course."

9. Congressman Brant’s purpose within this passage is to
A. threaten the president with evidence that he helped the Denebs.
B. convince the president to fund Project Number.
C. accuse the president of only looking out for himself.
D. frighten the president into funding Project Number.
E. None of the above
10. Irony is the difference between appearance and reality—in other words, what seems to be and what really is. What is ironic about this passage?
   A. Learning from computers will make humans more vulnerable.
   B. War is not an impingement on the ordinary man.
   C. No one is interested in having time for peaceful pursuits.
   D. Humans created computers to allow more time for peaceful pursuits.
   E. All of the above

Matching

for The Feeling of Power

Choose the best description for each of the following characters.

   A. Technician Aub    D. Congressman Brant
   B. Computer Loesser   E. General Weider
   C. Programmer Shuman  F. The President of the Terrestrial Federal

11. his patriotism allows him such liberties as using Denebian tobacco
12. conservative who likes to deal with computers
13. he is asked to fund Project Number
14. described as a little man with an egg-bald head
15. believes primitives must have grown grain in soil
16. commands his scientists to create a manned ship

Essay

for The Feeling of Power

17. A satire is a humorous writing or speech intended to point out errors, falsehoods, foibles, or failings. It is written for the purpose of reforming human behavior or human institutions. In “The Feeling of Power” what seems to be Asimov’s view of modern society and human nature? What attitudes or qualities does he satirize through the caricatures he creates? In a paragraph or two, analyze Asimov’s story as a satirical work. In particular, explain how he uses caricature to serve his satirical purpose.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Harrison Bergeron

1. Why is Harrison forced to wear a clown nose?
   A. to entertain his parents
   B. to prevent people from fearing him
   C. to bring joy to children everywhere
   D. to cover his handsome face
   E. to humor the Handicapper General

2. The mental handicap radios and the bags of birdshot are intended to
   A. punish those who are smart.
   B. enforce the government’s control.
   C. create equality in the world.
   D. bring joy to the underprivileged.
   E. detect social deviants.

3. What do the loud sounds heard on the mental handicap radios accomplish?
   A. They disrupt the thoughts of citizens who are smarter than average.
   B. They provide entertainment for those who do not wear them.
   C. They identify the most intelligent people in society.
   D. They alert authorities when citizens break the law by thinking too much.
   E. They soothe those inflicted with highly-intelligent thoughts.

4. Why aren’t George and Hazel upset about Harrison’s death?
   A. They both believe that Harrison was meant to die when he did.
   B. They don’t question any decisions the Handicapper General makes.
   C. They both feel that Harrison was too radical to be allowed to survive.
   D. Neither Hazel nor George truly loved Harrison; he only caused them problems.
   E. They don’t understand what happened.

5. Why is Harrison a threat to society?
   A. He is a convicted serial killer.
   B. He cannot be controlled by handicaps.
   C. People think he can be a great ruler.
   D. He is a danger to himself and others.
   E. He is the leader of a group of rebels.
6. In the society described in “Harrison Bergeron,” competition is considered
A. unlawful.
B. old-fashioned.
C. disruptive.
D. mean spirited.
E. All of the above

7. This story implies that
A. total equality among humans is impossible.
B. people should try to be content.
C. criminals deserve to be punished.
D. competition is unnecessary.
E. parents do not understand anything.

8. Based on his actions at the ballet, it is likely that Harrison would be a(n) __________ leader.
A. cruel
B. manipulative
C. inspiring
D. agreeable
E. All of the above

9. Consider the humorous exchange between George and Hazel at the end of the selection. What effect does this exchange have on the story?
A. It ends the story on a somber note.
B. It concludes the story with an important moral.
C. It lightens the mood of the story.
D. It reveals their true feelings.
E. It creates a surprise that leaves the reader guessing.

Read the following passage. Then answer the question(s) below.

Hazel saw him wince. Having no mental handicap herself, she had to ask George what the latest sound had been.
“Sounded like somebody hitting a milk bottle with a ball peen hammer,” said George.
“I’d think it would be real interesting, hearing all the different sounds,” said Hazel, a little envious. “All the things they think up.”
“Um,” said George.

10. What does this passage say about the effectiveness of the government’s efforts to eliminate competition?
A. People appreciate the way that others are handicapped.
B. The handicaps are effective and appreciated by average people.
C. The society has come a long way since the handicaps were first implemented.
D. The handicaps are not totally effective because they can’t stop all forms of envy.
E. All of the above
Matching

*for Harrison Bergeron*

*Choose the best description for each of the following characters.*

A. Hazel  
B. George  
C. Harrison  
D. Diana Moon Glampers  
E. the Empress

11. shoots and kills “the Emperor”

12. is blindingly beautiful

13. is of average intelligence

14. demands that the musicians play without handicaps

15. obeys the laws faithfully

Essay

*for Harrison Bergeron*

16. *Tone* is the emotional attitude toward the reader or toward the subject implied by a literary work. In a paragraph, describe the tone of “Harrison Bergeron” and explain how this tone is conveyed. Why would Vonnegut use this tone for this type of piece? Support your responses with information from the selection and logical reasoning.
**The Censors, page 900**

**Lesson Test**

**Multiple Choice**

*Identify the choice that best completes the statement or answers the question.*

**for The Censors**

_____  1. What inspires Juan to send a letter to Mariana?
   A. He receives word that she has been released from prison.
   B. He receives information about her new address.
   C. He realizes that he does, in fact, want to marry her.
   D. She calls his house and leaves a message with his mother.
   E. She moves back to Paris.

_____  2. Juan is quickly promoted from Section K, the explosives screening department, to Section J, the department that checks for
   A. poison dust.
   B. battery acid.
   C. contraband.
   D. weapons.
   E. refined sugar.

_____  3. Who worries about Juan?
   A. himself  
   B. Mariana  
   C. Lola  
   D. his father  
   E. his mother

_____  4. Juan is promoted because of
   A. his own disobedience.
   B. his family connections.
   C. his work relationships.
   D. his eagerness and commitment to his work.
   E. random luck.

_____  5. A writer’s *purpose* is his or her aim, or goal. Which of the following best describes the purpose of “The Censors”?
   A. to convince the reader to accept a position (persuasive)
   B. to portray a place (descriptive)
   C. to inform or explain (expository)
   D. to portray an event (descriptive)
   E. to tell a story (narrative)
6. How might one describe the change in Juan's personal goals in this story?
   A. expected
   B. ominous
   C. encouraging
   D. sudden
   E. gradual

7. Why does Juan tell himself "you don't form a habit by doing something once" after he reports the man who tries to organize a strike?
   A. He is trying to hide the fact that he wants to find his letter and is attempting to stay focused.
   B. He is confused about his loyalties within the company and is trying to make sense of them.
   C. He recognizes that he shouldn't have reported his peer and is trying to justify his actions to himself.
   D. He is good friends with the man that he turned in and he wants to come clean about it.
   E. He thinks the strike is a good idea but he is not sure it will work.

8. The story illustrates that those who support a system of government
   A. get special treatment.
   B. must abide by its rules.
   C. must be controlled.
   D. should be respected.
   E. can never be happy.

9. The final part of the story illustrates
   A. just how involved in the government Juan has become.
   B. how difficult it was for Juan to find his letter to Mariana.
   C. that the government was much more strict with Juan.
   D. that Juan's peers do not respect or appreciate him.
   E. that Juan was trying to overthrow the government all along.

Read the following passage. Then answer the question(s) on the next page.

It's true that on the third day, a fellow worker had his right hand blown off by a letter, but the division chief claimed it was sheer negligence on the victim's part. Juan and the other employees were allowed to go back to their work, though feeling less secure. After work, one of them tried to organize a strike to demand higher wages for unhealthy work, but Juan didn’t join in; after thinking it over, he reported the man to his superiors and thus got promoted.

You don't form a habit by doing something once, he told himself as he left his boss's office. And when he was transferred to Section J, where letters are carefully checked for poison dust, he felt he had climbed a rung in the ladder.
10. **Irony** is the difference between appearance and reality—in other words, what seems to be and what really is. What is the most ironic part of this passage?
   A. Juan does not even enjoy checking letters for poison dust.
   B. The division chief was also the victim of an explosion.
   C. Juan took the job in order to sabotage the system, not help it.
   D. The man organizing the strike is a good friend of Juan’s.
   E. No one knew that Juan would report the rebel leader.

**Matching**

*for The Censors*

Match the event with the correct order in which it occurred.

A. 1st  
B. 2nd  
C. 3rd  
D. 4th  
E. 5th  
F. 6th

11. Juan joins the Post Office’s Censorship Division

12. Juan learns of Mariana’s new residence

13. a fellow worker loses his arm

14. Juan finds his letter to Mariana

15. Juan reports the worker who tries to organize a strike

16. Juan sends Mariana a letter

**Essay**

*for The Censors*

17. **Satire** is humorous writing that points out errors or failings in people, things or ideas. It is written for the purpose of reforming human behavior or human institutions. In a paragraph, explain what error or failing Valenzuela is pointing out in “The Censors.” Explain how Valenzuela uses satire to point out this error and whether or not you agree with her opinion. Support your responses with evidence from the text.
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for History Lesson/There Will Come Soft Rains

1. From who or what are Shann and his people fleeing?
   A. invading tribes
   B. a hurricane
   C. a tsunami
   D. glaciers
   E. disease

2. Where do Shann’s sons store their treasures?
   A. deep in the mountain valley
   B. beneath an apple orchard
   C. in a cairn of gray stones
   D. in a mountain cave
   E. in an escape pod

3. How do the Venusians find the cairn?
   A. The cairn is visible from their ship that orbits the planet.
   B. They receive a distress signal from the planet.
   C. One of the treasures in the cairn is a beacon that gives off radiation.
   D. They find a map that leads to the location of the cairn.
   E. None of the above

4. Why do Shann’s people place importance on the items they choose to save?
   A. Their entire society has been built around these items.
   B. The items fit together to create a symbol of hope.
   C. They remember all of these items from their childhood.
   D. These items are all that has survived from previous generations.
   E. The items are shiny and considered beautiful.

5. What do the Venusians hope to gain by studying the film record?
   A. the knowledge to create artwork like Shann’s people created
   B. an understanding of what life on Earth was like
   C. an understanding of Earth’s weapons
   D. information as to how Venus was created and whether Earth helped
   E. knowledge as to how the sun’s radiation has changed
6. The Literature Connection implies that after humans are destroyed,  
   A. Earth will cease to exist.  
   B. the world will fall into chaos.  
   C. they will not be missed.  
   D. animals will destroy themselves.  
   E. dogs will become the dominant species.

7. What point does this story make about interpreting historical artifacts?  
   A. Interpreting artifacts in order to understand one’s history is useless.  
   B. Only scientists can unlock the mysteries of the past.  
   C. It is easy to understand the past if you work hard enough.  
   D. Historical artifacts are easy to interpret with the right tools.  
   E. It is impossible to interpret everything accurately.

8. A **theme** is a central message or perception about life that is revealed through a literary work. Which of the following best summarizes the theme of this story?  
   A. Never underestimate the power of cooperation and civility.  
   B. Do not assume that others have your same goals and values.  
   C. Mankind will manage to survive no matter what the circumstances.  
   D. The knowledge of technology should be used to benefit all mankind.  
   E. It is best to assume the worst about people and foreign civilizations.

9. What purpose does the final line of the story serve?  
   A. It makes the ending seem final.  
   B. It introduces a new character.  
   C. It provides a twist ending.  
   D. It creates confusion.  
   E. It supports the readers’ assumptions.

Read the following passage. Then answer the question(s) below.

“We do not know why so advanced a civilization came to an end,” he observed. “Almost certainly, it had sufficient knowledge to survive an Ice Age. There must have been some other factor of which we know nothing. Possibly disease or racial degeneration may have been responsible. It has even been suggested that the tribal conflicts endemic to our own species in prehistoric times may have continued on the Third Planet after the coming of technology.  
   “Some philosophers maintain that knowledge of machinery does not necessarily imply a high degree of civilization, and it is theoretically possible to have wars in a society possessing mechanical power, flight, and even radio. Such a conception is alien to our thoughts, but we must admit its possibility. It would certainly account for the downfall of the lost race. . . .”

10. This passage can best be described as  
   A. accusatory—it implies that humans are not civilized even though we are intelligent.  
   B. ironic—the reader knows that humans wage war on each other even with knowledge of machinery.  
   C. upsetting—the reader feels bad that Venussians are more peaceful than humans.  
   D. ill-informed—the reader understands that humankind would never destroy itself.  
   E. shocking—the Historian makes outrageous claims about Earth and its inhabitants.
Matching

*for History Lesson/There Will Come Soft Rains*

Match the event with the correct order in which it occurred.

- A. 1st
- B. 2nd
- C. 3rd
- D. 4th
- E. 5th
- F. 6th
- G. 7th
- H. 8th

11. Shann and his people hope to live in the southern hemisphere
12. Shann’s sons store the relics
13. Venusians send a ship to orbit Earth
14. the radiation from the sun changes
15. Venusian scientists attempt to understand the relics
16. Shann and his people must stay in the mountains
17. Venusians discuss what the relics might indicate about life on Earth
18. the “battle” between ice and mountain is considered a draw

Essay

*for History Lesson/There Will Come Soft Rains*

19. What artifact do the Venusians find and how do they react to it? What assumption do they make about it? Is this assumption valid? What lesson about history is presented in Clarke’s story? Write a paragraph describing the history lesson that Clarke wants to impart in this story. How do the characters in the story demonstrate this lesson?
Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Designing the Future

_____ 1. William McDonough is described as a
   A. high-class architect.
   B. ecological architect.
   C. political lobbyist.
   D. ecology major.
   E. political enthusiast.

   A. recycled
   B. wood
   C. cotton
   D. plastic
   E. aluminum

_____ 3. What fault does McDonough find with the Industrial Revolution?
   A. It was not well planned.
   B. It was noisy and unattractive.
   C. It created thousands of useless jobs.
   D. It caused overpopulation.
   E. It placed too much emphasis on recycling.

_____ 4. Which of the following best describes McDonough’s opinion of the current recycling process?
   A. It is the best way to save the environment.
   B. It helps the world save and protect trees.
   C. It is harming animals and ruining the environment.
   D. It is not productive and could be done better.
   E. None of the above
5. **Tone** is the emotional attitude toward the reader or toward the subject implied by a literary work. Which of the following words best describes the overall tone of this interview?
   A. enthusiastic
   B. pessimistic
   C. irritated
   D. somber
   E. envious

6. Why isn’t McDonough fighting for stricter environmental regulations?
   A. He doesn’t want the government involved in production.
   B. He doesn’t believe that production is causing global warming.
   C. He believes other changes would end the need for regulation.
   D. He hopes companies will regulate themselves.
   E. He thinks the environment can handle toxins effectively.

7. Based on this interview, it is clear that McDonough believes it is this generation’s responsibility to
   A. stop people from polluting the earth.
   B. make the world a beautiful place.
   C. create peace in the world.
   D. turn ideas into reality.
   E. make money.

8. This interview indicates that people
   A. could approach recycling in a completely new way.
   B. obviously do not care about the environment.
   C. should be more interested in saving the planet.
   D. are the biggest threat to the natural world.
   E. should share their views on the environment with lawmakers.

9. McDonough could best be described as
   A. absurd.
   B. shrewd.
   C. innovative.
   D. cautious.
   E. unbelievable.
Read the following passage. Then answer the question(s) below.

Most manufacturers take resources out of the ground and convert them to products that are designed to be thrown away or incinerated within months. We call these “cradle to grave” product flows. Our answer to that is “cradle to cradle” design. Everything is reused—either returned to the soil as nontoxic “biological nutrients” that will biodegrade safely, or returned to industry as “technical nutrients” that can be infinitely recycled. Aluminum is a technical nutrient. It takes tremendous energy to make, but it’s easy to recapture and reuse. Since 1880, the human species has made 660 million tons of it. We still know where 440 million tons are today.

10. In this passage, the phrase “cradle to cradle” refers to the idea that
A. products are always in their “infancy” and won’t adapt to society’s needs.
B. these materials will be used in all aspects of modern-day society.
C. materials can be “reborn” and used to create newer products.
D. these products will survive longer than most, and thus won’t need to be recycled.
E. only small children and babies will be able to use these materials.

Essay
for Designing the Future
11. In a paragraph, explain McDonough’s main idea, as outlined in this interview, and argue whether or not you agree with his views. Support your response with logical reasoning and information from the interview.
About the Unit Exams

The Unit Exams align with the units in the *Mirrors & Windows: Connecting with Literature Student Edition*. Each Unit Exam includes twenty-five to thirty questions: eight to twenty matching, twelve to twenty multiple choice, and two essay. These various types of questions address the following content:

- The matching questions cover the literary elements discussed in the genre introduction at the beginning of the unit and in additional discussions of the genre within the unit.
- The multiple-choice questions pertain to three to five canon or widely-taught selections from within the unit. These questions are grouped by selection; each group is labeled with the title of the work.
- The essay questions call for analyzing or discussing some aspect of the genre in the context of selections from the unit. The student is instructed to answer one question and is usually asked to support his or her response using details from one or two of the selections he or she has read.

Each Unit Exam should be considered a foundation on which to build a course-specific test. By adding or substituting questions about other selections, you can tailor the Unit Exam to fit the content of your course. Suggestions for doing so are as follows:

- Follow the basic format of the Unit Exam, presenting the matching questions first, the multiple-choice questions second, and the essay questions last.
- Use all the matching questions provided in the Unit Exam. These questions are included in the Unit Exam item bank on the ExamView® Assessment Suite CD.
- Adapt the multiple-choice section by adding or substituting questions from selections students have read. Additional multiple-choice questions are available in the Lesson Test question banks on the ExamView® Assessment Suite CD. (Also see the CD for details about the difficulty and Bloom’s taxonomy level of each question.) Note that all the questions chosen for a given selection will appear together in the Unit Exam and be labeled with the title of the selection.
- Use the two essay questions included in the Unit Exam. Although the student is asked to respond to only one question, both can be answered regardless of which selections he or she has read. The essay questions are available in the Unit Exam item bank on the ExamView® Assessment Suite CD.
- Provide a maximum of forty questions for a Unit Exam that is to be completed within forty-five or fifty minutes’ time. This estimate allows twenty-five to thirty minutes to complete the matching and multiple-choice questions and twenty minutes to complete the essay question. Depending on the level of detail expected in the response to the essay question, you may allow students to refer to the text of the selection while they complete this part of the test.
- Weight different types of questions as desired. As a default, each question in the item bank has been assigned a value of one point.

For additional information on compiling tests using the ExamView® item banks, see the directions with the ExamView® Assessment Suite CD.
Unit 1 Exam

Matching

Match each of the following literary terms with the correct definition below.

A. antagonist  
B. exposition  
C. foreshadowing  
D. mood  
E. plot  
F. point of view  
G. prose  
H. resolution  
I. setting  
J. theme

1. the series of events related to a central conflict, or struggle
2. the point at which the central conflict is ended, or resolved
3. the central idea or perception about life that is revealed through a literary work
4. describes all writing that is not poetry or drama
5. sets the tone or mood, introduces the characters and setting, and provides necessary background information
6. a character or force that is in conflict with the protagonist
7. the vantage point or perspective from which a story is told
8. the time and place in which a literary work occurs
9. presents hints or clues to events that will occur later in the story
10. the emotion created in the reader by part or all of a story

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Thank You M'am

11. Why does Roger sit on the far side of the room, away from Mrs. Jones’s purse?
   A. Roger is planning how to escape with Mrs. Jones’s money.
   B. Mrs. Jones has threatened to call the police if Roger touches her purse.
   C. Roger does not want Mrs. Jones to think he is still trying to steal her purse.
   D. Roger knows that Mrs. Jones is watching him from behind the screen.
   E. Roger assumes that he is being tested.
12. Which of the following quotations from the story is not an example of characterization?
   A. “The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him.”
   B. “After a while she said, ‘I was young once and I wanted things I could not get.’ There was another long pause.”
   C. “The boy could hear other roomers laughing and talking in the large house.”
   D. “Mrs. Jones stopped, jerked him around in front of her, put a half nelson about his neck, and continued to drag him up the street.”
   E. “He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.”

13. Irony is the difference between appearance and reality—in other words, what seems to be and what really is. What is ironic about the following statement, which Mrs. Jones makes when she catches Roger?
   “When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones.”
   A. The statement seems threatening, but Roger just ignores Mrs. Jones.
   B. The statement seems threatening, but Mrs. Jones intends to help Roger.
   C. The statement seems threatening, and Mrs. Jones plans on turning Roger over to the police.
   D. The statement is false; Roger escapes and will not remember Mrs. Jones.
   E. The statement seems important, but Roger learns nothing from his interaction with Mrs. Jones.

for The Most Dangerous Game

14. What initially makes Rainsford uncomfortable about General Zaroff?
   A. Zaroff is a fellow hunter and enjoys bragging.
   B. Zaroff appears to be evaluating Rainsford.
   C. Zaroff has a slight accent and appears to be very wealthy.
   D. Zaroff seems to have impeccable taste.
   E. Zaroff is a welcoming host.

15. What does General Zaroff have planned for Rainsford?
   A. The general intends to hunt Ivan with Rainsford.
   B. The general intends to hunt jaguars with Rainsford.
   C. The general intends to hunt one of his captives with Rainsford.
   D. The general intends to allow Rainsford to do whatever he wishes.
   E. The general intends to hunt Rainsford.

16. Which of the following words best describes the mood, or atmosphere, of the selection?
   A. tense
   B. joyful
   C. somber
   D. relaxed
   E. comical
**for The Cask of Amontillado**

17. How does Montresor get Fortunato to follow him?
A. He tells Fortunato he will pay him money if he follows.  
B. He forces Fortunato to follow by wielding a knife at him.  
C. He tells Fortunato that he has an amontillado to taste.  
D. He tells Fortunato that Fortunato’s wife is in danger.  
E. He convinces Fortunato that he is a Mason.

18. **Irony** is the difference between what seems to be and what really is. What is ironic about Montresor’s repeated concerns about Fortunato’s cough?
A. Fortunato deliberately gave the cough to Montresor.  
B. Montresor actually intends to murder Fortunato.  
C. Montresor is a doctor and could easily help Fortunato.  
D. Montresor lined the catacombs with niter in order to bother Fortunato.  
E. Fortunato considers his cough a sign of good health.

19. The **climax** is the high point of interest and suspense in a literary work. When does the climax of “The Cask of Amontillado” occur?
A. when Fortunato follows Montresor to his vaults for a taste of Amontillado  
B. when Montresor claims to be part of the brotherhood of Masons  
C. when Montresor invites Fortunato to step into the empty recess  
D. when Fortunato gets chained to the wall and realizes what is happening  
E. when Fortunato has a coughing fit as he walks with Montresor

**for The Scarlet Ibis**

20. What does the narrator teach Doodle in time for Doodle’s sixth birthday?
A. to read  
B. to swim  
C. to walk  
D. to run  
E. to sing

21. **Foreshadowing** is the act of presenting hints to events that will occur later in a story. What event foreshadows the end of this story?
A. Doodle learning to walk  
B. the destruction of the cotton field  
C. the narrator’s goals for his brother  
D. the death of the scarlet ibis  
E. the lies told by Doodle

22. The narrator would **disagree** with which of the following statements?
A. Siblings can make great friends.  
B. Lying can be great fun.  
C. Perseverance is a good quality to have.  
D. It is important to be proud of something.  
E. Secrets are easy to keep.
for The Gift of the Magi/The Necklace

23. In “The Necklace,” Mme. Loisel’s husband buys his wife a party dress with the money he had been saving for
   A. a gun with which he could have joined hunting parties.
   B. a new chain for the watch that was left to him by his father.
   C. a country house to live in after his retirement.
   D. a new horse and carriage.
   E. a new suit so he could be more presentable at work.

24. In “The Gift of the Magi,” what is ironic about Della cutting off her hair to buy Jim the fob chain?
   A. He had already bought himself a chain.
   B. He had sold his watch to buy her a gift.
   C. He had initially questioned Della’s love for him.
   D. He always thought Della to be quite selfish.
   E. He didn’t like the chain she selected.

25. Based on the narrator’s comments throughout “The Gift of the Magi,” what would the narrator consider to be the greatest treasure contained within Della and Jim’s house?
   A. Della’s hair
   B. Jim’s watch
   C. Jim and Della’s love
   D. the combs
   E. Both A and B

26. In “The Necklace,” Mme. Loisel is a big success at the party. The reader can assume that after the party she will
   A. not bother her husband for more invites.
   B. continue to feel that she belongs in high society.
   C. at last be content with her life.
   D. want to host her own party.
   E. All of the above

Essay

Answer one of the following questions.

27. In a short essay, explain the differences between first-person point of view and third-person point of view. Note the advantages and disadvantages of each and why an author might choose to use one over the other.

28. The act of creating or describing a character is called characterization. In an essay, explain the three main techniques of characterization and provide examples of each technique from selections you have read for class.
Unit 2 Exam

Matching

Choose the best definition for each of the following.

A. article  I. impromptu
B. autobiography  J. memoir
C. bias  K. opinion
D. biography  L. personal essay
E. editorial  M. persuasive essay
F. expository essay  N. propaganda
G. extemporaneous  O. thesis statement
H. how-to writing

_____ 1. personal judgment about something, or mental leaning
_____ 2. expresses an attitude or a desire, not a fact
_____ 3. the story of a person’s life written by that person
_____ 4. an informational piece of writing about a particular topic, issue, or event
_____ 5. the intentional use of false arguments to persuade others
_____ 6. a type of autobiography that focuses on one incident or period in a person’s life
_____ 7. a speech given without advance preparation
_____ 8. explores a topic with the goal of informing or enlightening the reader
_____ 9. the story of a person’s life written by someone else
_____ 10. a magazine or newspaper article that represents the opinions of the editors or publishers
_____ 11. identifies the main idea the writer of the work is trying to prove to his or her audience
_____ 12. aims to convince the reader to accept a certain point of view
_____ 13. a speech in which the speaker refers to notes occasionally
_____ 14. a type of informational writing that explains a procedure or strategy
_____ 15. explores topics related to the life or interests of the writer
Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Aha Moment

_____ 16. When the plane is in trouble, whose reaction worries Alvarez the most?
A. the businessman’s
B. the flight attendant’s
C. her seatmate’s
D. the pilot’s
E. her own

_____ 17. A writer’s purpose is his or her aim, or goal. Which of the following best describes Alvarez’s purpose for writing “Aha Moment”?
A. to convince people to accept a position
B. to express thoughts or ideas
C. to portray a place or object
D. to portray a person
E. to inform or explain

_____ 18. Alvarez’s experience suggests that
A. pity makes us human.
B. fear causes weakness.
C. beliefs makes us stronger.
D. kindness is selfish.
E. humanity is kind.

_____ 19. Why does Alvarez say “What a story you’re going to tell when you get home!” to her seatmate?
A. She is helping her seatmate to imagine that she’s not on the plane.
B. She wants to allow her seatmate to imagine telling a great story.
C. She is assuring her seatmate that they will survive the ordeal.
D. She knows her seatmate likes telling stories to people.
E. She assumes her seatmate is a liar.

for I Have a Dream/Martin Luther King Jr.

_____ 20. “We hold these truths to be self-evident, that all men are created equal,” is from which document?
A. the Declaration of Independence
B. the Gettysburg Address
C. the Constitution of the United States of America
D. the Emancipation Proclamation
E. the Scarlet Letter

_____ 21. In this speech, the message that Martin Luther King Jr. delivers urges people to
A. go home and wait for change.
B. be satisfied with what they have.
C. move out of segregated states.
D. celebrate their victory.
E. continue fighting for justice.
22. The speech indicates that
   A. the suffering that Civil Rights workers face is worthwhile.
   B. the Civil Rights Movement will never be able to defeat injustice.
   C. white people are not trustworthy.
   D. Civil Rights workers deserve a break.
   E. All of the above

23. According to “How to Write a Letter,” how does guilt affect writing a letter?
   A. it makes the letter seem forced
   B. it makes it hard to write in the first place
   C. it makes the letter seem obligatory
   D. it makes for a cheerless letter
   E. All of the above.

24. Compared to “Furor Scribendi,” “How to Write a Letter” is more
   A. demanding.
   B. descriptive.
   C. concerned.
   D. old-fashioned.
   E. complicated

25. This passage suggests that
   A. being successful requires a lot of patience.
   B. it is best to research the organizations to which you want to submit your work.
   C. you should never let fear stand in the way of success.
   D. it is best to keep your submissions because they may be useful later.
   E. All of the above
for An Ethnic Trump/Saying Yes/Indian Education

_____ 26. In “Indian Education,” the teacher, Miss Towle, treats the narrator and his parents with
   A. respect.
   B. concern.
   C. fear.
   D. disdain.
   E. curiosity.

_____ 27. The concept of an “ethnic trump” is based on
   A. intelligence.
   B. social status.
   C. civil disobedience.
   D. cultural differences.
   E. equality.

_____ 28. With which of the following statements would the narrator of “Indian Education” and the speaker of “An Ethnic Trump” most likely agree?
   A. Always throw the first punch.
   B. Be proud of who you are.
   C. Fit in as best you can.
   D. Society determines who people are.
   E. Our path is predetermined.

Essay

Answer one of the following questions.

29. In a paragraph, identify examples of the four types of writing (expository, narrative, descriptive, and persuasive) using examples from the selections you have read in class. What purpose does each type of writing serve?

30. In a paragraph, explain what a reader should do in order to be a critical reader of nonfiction. What should they recognize and what should they be wary of? Provide examples to support your responses.
Unit 3 Exam

Matching

Choose the best definition for each of the following.

A. allegory  K. metaphor
B. alliteration  L. meter
C. analogy  M. ode
D. assonance  N. onomatopoeia
E. consonance  O. personification
F. context  P. sensory details
G. dramatic irony  Q. simile
H. elegy  R. slant rhyme
I. free verse  S. speaker
J. hyperbole  T. symbol

_____ 1. words and phrases that describe how things look, sound, smell, taste, or feel
_____ 2. the character who narrates the poem, or the voice assumed by the writer
_____ 3. the conditions in which the poem occurs
_____ 4. comparison in which one thing is written about as if it were another
_____ 5. a comparison using like or as
_____ 6. a figure of speech in which an animal, a thing, a force of nature, or an idea is described as if it were human or is given human qualities
_____ 7. a regular rhythmic pattern
_____ 8. the use of words that do not rhyme exactly but have a similar sound
_____ 9. when something is known by the reader but unknown to the speaker
_____ 10. a comparison between two things that are alike in some ways but otherwise quite different
_____ 11. anything that stands for or represents both itself and something else
_____ 12. when every element of a poem or story symbolizes something else
_____ 13. an overstatement, or exaggeration, used for dramatic effect
_____ 14. the use of words or phrases that sound like things to which they refer
15. a similarity in consonant sounds in words that otherwise do not rhyme
16. when a consonant sound is repeated at the beginnings of several words
17. the repetition of vowel sounds
18. a poem with no regular rhyme, meter, or stanza division
19. poem that honors or praises someone or something
20. formal toned poem, laments the death of someone

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for BEWARE: Do Not Read This Poem

21. Why does the speaker accuse the poem of having no manners?
   A. it interrupts the old woman
   B. it chews with its mouth open
   C. it ignores the reader’s cries
   D. it does not say “please” and “thank you”
   E. it belches

22. Mood, or atmosphere, is the emotion created in the reader by part or all of a literary work. Which of the following pairs of words best describes the mood of the poem?
   A. joy / humiliation
   B. longing / sadness
   C. apprehension / fear
   D. peace / happiness
   E. None of the above

23. This poem implies that
   A. being greedy can make it difficult to meet people.
   B. people can become captivated by a poem or poetry.
   C. the U.S. Bureau of Missing Persons is not working.
   D. poetry is painful and causes people to lose their minds.
   E. mirrors are dangerous and should be avoided.

for Metaphor/A Simile

24. In “A Simile,” the comparison of the two people to deer reveals that they are ready to
   A. forgive.
   B. follow.
   C. forget.
   D. flee.
   E. fight.
25. In “Metaphor,” what might the “new day” represent?
   A. fear and regret
   B. second chances
   C. obtainable goals
   D. smart choices
   E. concerned parents

26. What might the speaker of “Metaphor” suggest if you make mistakes on your paper?
   A. Try to erase your mistake, don’t leave it for tomorrow!
   B. The day is ruined, don’t bother continuing.
   C. Don’t worry, you’ll get a new sheet of paper tomorrow.
   D. Prepare yourself, you will never live down this mistake!
   E. Mistakes are fun, don’t waste your time doing “bright” things.

for Sympathy/Caged Bird/“Hope” is the thing with feathers

27. In “Hope” is the thing with feathers,” hope is compared to
   A. a storm.
   B. a songbird.
   C. a cloud.
   D. a golden fish.
   E. a young child.

28. What is the effect of repeating the third stanza at the end of “Caged Bird”?
   A. It is meant to “wrap up” or bring the poem to its conclusion.
   B. It reminds readers of an important image.
   C. It brings the focus back to the main idea of the poem.
   D. It gives the poem a musical quality.
   E. All of the above

29. In “Sympathy,” why does the speaker claim, “I know what the caged bird feels, alas!”
   A. He feels that society does not let him be free.
   B. He wrote this poem while serving time in prison.
   C. He keeps birds as pets.
   D. He has studied both free birds and caged birds.
   E. His mother kept birds as pets during his childhood.

for Hanging Fire

30. What does it mean to say that the speaker is “hanging fire”?
   A. She is laying her problems out for everyone to see.
   B. She is blaming her problems on someone else.
   C. She is confused and unable to understand things.
   D. She has given up and wants to stay indoors.
   E. She is waiting for something bad to happen.
31. What does the repetition of “and momma’s in the bedroom / with the door closed” imply about the way the speaker feels?
   A. It shows that the speaker is afraid for no reason.
   B. It implies that momma is the source of all of the speaker’s problems.
   C. It implies that the speaker blames her problems on her mother.
   D. It shows that the speaker is concerned about her mother.
   E. None of the above

32. The poem indicates that
   A. adults are not always able to help young people with their problems.
   B. young people do not always know how to calm their own fears.
   C. problems at home often overshadow other problems.
   D. young people have many concerns and anxieties.
   E. All of the above

Essay

Select and answer one of the following questions.

33. In a paragraph, compare and contrast a narrative poem, a lyric poem, and a haiku. Support your analysis with examples from selections you have read in class. Finally, discuss the main features of each type of poem and explain why a poet might choose to use one form over another.

34. How might a reader discover the tone of a poem? In a paragraph, describe methods that readers might use to assess the tone of a poem. What indicators should they look for? Support your paragraph with logical reasoning.
Unit 4 Test

Matching

Choose the best definition for each of the following.

A. act  K. monologue
B. action  L. motif
C. aside  M. puns
D. blank verse  N. scenes
E. comedy  O. soliloquy
F. comic relief  P. stage directions
G. dialogue  Q. theme
H. drama  R. tragedy
I. foil  S. tragic flaw
J. iambic pentameter  T. tragic hero

_____  1. a story told through characters played by actors
_____  2. entertainment with a happy ending; lighthearted literary work
_____  3. originally a drama that told the story of the fall of a person of high status
_____  4. a major division of a play
_____  5. shorter sections that usually mark changes of time and place
_____  6. main character (or characters) doomed to have a unhappy ending
_____  7. a weakness of personality that causes a character to make unfortunate choices
_____  8. one who contrasts with a central character in order to highlight their strengths and weaknesses
_____  9. humorous character meant to relieve the seriousness or emotional intensity of a tragedy
_____ 10. the words spoken by the actors
_____ 11. a long speech made by one character
_____ 12. a speech delivered by a character alone on stage that reveals the character’s thoughts and feelings
_____ 13. a statement made by a character in the play that is intended to be heard by the audience, but not the other characters on the stage
_____ 14. notes provided by the playwright to describe how the play should be presented or performed
15. how the actors should move or behave, including exits and entrances

16. plays on words that have similar sounds but different meanings

17. unrhymed iambic pentameter

18. consists of five iambics, or rhythmic units, each made up of an unstressed syllable followed by a stressed syllable

19. the central idea in a literary work

20. any element that recurs in one or more works of literature or art

**Multiple Choice**

*Identify the choice that best completes the statement or answers the question.*

*for The Tragedy of Romeo and Juliet Act I*

21. Why will Romeo’s love, Rosaline, not return his affection?
   A. She is already married.
   B. She doesn’t find Romeo attractive.
   C. She has vowed not to fall in love.
   D. She is in love with another man.
   E. She thinks Romeo is annoying.

22. An *inciting incident* is the event that sets in motion the play’s central conflict, or struggle. Which of the following events is the inciting incident in the first act of this play?
   A. Prince Escalus threatens the two families.
   B. Romeo is heartbroken after being rejected by Rosaline.
   C. Romeo attends a party at the house of Capulet.
   D. Juliet’s parents discuss her marriage prospects.
   E. Romeo and Juliet meet and fall in love.

23. In the prologue of *Romeo and Juliet*, the Chorus reveals what will happen at the end of the play. Why might Shakespeare have chosen to reveal the outcome of the play at the beginning?
   A. to ruin the play for those who haven’t seen it yet
   B. to prevent patrons from being surprised by the outcome
   C. to assist patrons in understanding the play
   D. to allow the patrons to leave the play early if necessary
   E. to keep patrons from incorrectly guessing the outcome

*for The Tragedy of Romeo and Juliet Act V/The Argument/Purgatory/Romeo and Juliet Over the Centuries*

24. What prevents Friar Lawrence’s letter from reaching Romeo?
   A. A flood prevents the messenger from reaching Mantua.
   B. The messenger is detained in a quarantine.
   C. Romeo had already left for Verona.
   D. Friar Lawrence forgets to send the letter.
   E. The messenger is killed by bandits.
25. At the end of the play, the Prince commands that the vault be sealed
“Till we can clear these ambiguities, / And know their spring, their
head, their true descent.” What does he mean by this?
A. The Prince wants everyone to go home and determine what
happened that night.
B. The Prince wants to seal the vault and forget about the night’s occurrences.
C. The Prince wants to know who has died and where they came from.
D. The Prince wants to know what led to the deaths and who is
responsible for them.
E. The Prince wants to punish the dead by sealing them within the vault.

26. A moral is a lesson that relates to the principles of right and wrong and is
intended to be drawn from a story or other work of literature. Which of the
following would qualify as a moral for The Tragedy of Romeo and Juliet?
A. Love your neighbor like you would yourself.
B. It is better to love nothing than to be hurt by love.
C. Let sleeping dogs lie.
D. Trust no one but yourself.
E. Don’t count your chickens before they hatch.

play because it claims that
A. Romeo married Rosaline before he married Juliet.
B. Romeo and Juliet were married for three months before
Tybalt’s death.
C. Juliet was tempted to marry Paris after she had married Romeo.
D. Juliet died in Romeo’s arms.
E. Juliet killed herself by jumping from a tower.

28. What do the members of the jury have in common?
A. they are all men
B. they are all traitors or killers
C. they are all from hell
D. they are all dead
E. All of the above

29. Consider the following lines from the play.
WEBSTER. Neighbors—old friends—it does me good to hear you. But
don’t cheer me—I’m not running for President this summer. [a laugh
from the CROWD] I’m here on a better errand—to pay my humble
respects to a most charming lady and her very fortunate spouse.

[There is the twang of a fiddlestring breaking.]

What effect does the breaking string have in this moment of the play?
A. It is startling and seems to dispute the claim that Jabez is fortunate.
B. It leads the reader to believe that the fiddler is jealous.
C. It provides a calming atmosphere for the wedding scene.
D. It provides comic relief in an otherwise gloomy moment.
E. It supports Webster’s claims and adds to the rowdy atmosphere.
30. Which of the following best describes the main idea or central message of this play?
   A. Never hesitate to ask for help.
   B. Ambition can do more harm than good.
   C. Honesty is the best policy.
   D. All men and women value freedom.
   E. Justice is best served when decisions are made based on emotions.

Essay

Answer one of the following questions.

31. In a paragraph, describe how stage directions can create the mood, or atmosphere, of a drama. Also, describe the tools of drama that the playwright can use to make certain his or her script is performed in the manner he or she intended. Support your responses.

32. Identify examples of the following character creations from The Tragedy of Romeo and Juliet (or other dramas you have read in class): tragic hero, tragic flaw, foil, and comic relief. In your response, explain how each of these elements work together and what effect they have on the story as a whole. Support your responses.
Name: ____________________________________________________   Date: __________________

**Unit 5 Exam**

**Matching**

*Choose the best definition for each of the following.*

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<thead>
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<tbody>
<tr>
<td>A. archetype</td>
<td>H. invocation</td>
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<tr>
<td>B. epics</td>
<td>I. legends</td>
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<tr>
<td>C. fables</td>
<td>J. parables</td>
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<tr>
<td>D. fairy tales</td>
<td>K. proverbs</td>
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<tr>
<td>E. folk literature</td>
<td>L. spirituals</td>
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<td>F. folk songs</td>
<td>M. tall tales</td>
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<tr>
<td>G. folk tales</td>
<td>N. tricksters</td>
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</table>

_____ 1. brief stories passed by word-of-mouth from generation to generation

_____ 2. traditional knowledge and beliefs of a culture that are transmitted by word of mouth

_____ 3. stories that are passed down through generations and are often based on real events or characters from long ago

_____ 4. long stories, often told in verse, involving heroes and gods

_____ 5. lighthearted or humorous folk tales that often contain highly exaggerated, unrealistic elements

_____ 6. stories that deal with mischievous spirits and other supernatural occurrences

_____ 7. very brief stories told to teach moral lessons

_____ 8. brief stories, often with animal characters told to express morals

_____ 9. traditional or composed songs made up of stanzas, a refrain, and a simple melody

_____ 10. religious songs from the African-American folk tradition

_____ 11. traditional sayings

_____ 12. a story, character, motif, or theme that represents a familiar pattern repeated throughout literature and across cultures

_____ 13. a plea to the Muse, or goddess, of poetry

_____ 14. an annoyance to gods, but often brings important gifts to humanity
Multiple Choice

Identify the choice that best completes the statement or answers the question.

**for The Story of Dædalus and Icarus**

_____ 15. Why were Dædalus and Icarus on the island of Crete?
   A. They were building a new home there.
   B. They were the captives of King Minos.
   C. They had been shipwrecked.
   D. They were trying to find a place to live.
   E. They had gotten lost on their journey.

_____ 16. What motivates Dædalus to kill his nephew?
   A. pity
   B. anger
   C. jealousy
   D. confusion
   E. despair

_____ 17. What might have been Ovid’s purpose for including the tale of how the partridge was created within the story of Dædalus and Icarus?
   A. to make Dædalus appear as a sympathetic but angry person
   B. to foreshadow the death of Icarus
   C. to explain why Icarus was not worthy enough to be made into a bird
   D. to make a connection between the deaths of the nephew and Icarus
   E. to confuse the reader

_____ 18. Which of the following lines from the poem is an example of foreshadowing?
   A. “Dædalus said, ‘surely the sky is open,’”
   B. “And Icarus, his son, stood by and watched him,”
   C. “Stood by and watched, and raised his shiny face”
   D. “He kissed his son (Good-bye, if he had known it),”
   E. “Out of the nest and into thin air. Keep on,”

**for The Odyssey (Part I)/Poseidon, God of the Sea/Cyclops Myth**

_____ 19. Which of the following is the best definition for mandate in the sentence “Until we received the mandate, none of us knew what to do about the flood”?
   A. water vessel; ship
   B. water-dwelling plant
   C. formal order; command
   D. information; posted facts
   E. tools; gear

_____ 20. Odysseus’s decision to wait for the inhabitant of the cave to return shows that he is
   A. easily confused.
   B. unintelligent.
   C. trusting of strangers.
   D. adventurous.
   E. All of the above
21. In the myth “Poseidon, God of the Sea,” Poseidon is depicted as
A. a proud and creative god.
B. a bright and peaceful god.
C. a gloomy and argumentative god.
D. a whimsical and compassionate god.
E. the loving and caring ruler of the sea.

for The Odyssey (Part II)/Siren Song/Ithaca

22. What do Odysseus and his men offer to the ghosts of the dead?
A. new human bodies to use
B. a sacrifice of cows and lambs
C. a place onboard their ship
D. food of the gods, ambrosia and whey
E. prayers and songs of praise

23. Consider the following lines from the Literature Connection, “Ithaca.”

“You will never meet the Lestrygonians,
the Cyclopes and the fierce Poseidon,
if you do not carry them within your soul,
if your soul does not raise them up before you.”

These lines seem to imply that
A. only heroes encounter fierce obstacles.
B. those who expect the worse will receive it.
C. true adventurers do not encounter obstacles.
D. good things come to those who wait.
E. traveling cannot be done without some struggle.

for The Odyssey (Part III)/An Ancient Gesture/Says Penelope

25. How does Penelope prevent herself from completing her weaving of the shroud?
A. She weaves very, very slowly.
B. She unravels it each night.
C. She weaves with her eyes closed.
D. She weaves a very long shroud.
E. She uses heavy thread.

26. After Odysseus reveals his identity, Eurymachus blames his actions on the newly killed Antinous. What does this suggest about his character?
A. He refuses to accept responsibility.
B. He has no respect for the dead.
C. He doesn’t want to die.
D. He is a coward.
E. All of the above.
27. It takes Penelope a long time to accept that Odysseus has returned. The purpose of this is probably to ________________ in the text.
   A. create suspicion
   B. heighten tension
   C. criticize Odysseus
   D. confuse the reader
   E. All of the above

28. The Literature Connection, “An Ancient Gesture,” suggests that Penelope
   A. suffered more than Odysseus.
   B. mourned the end of her youth.
   C. enjoyed weaving the shroud.
   D. is unlike all other women.
   E. was glad to be alone.

**Essay**

*Answer one of the following questions.*

29. In a paragraph, define a myth and explain what a person can learn by reading myths. How might comparing myths from two different cultures help someone better understand those cultures? Support your responses with examples of myths you have read in class.

30. In a paragraph, define motif and describe how motifs are used in literature. Be sure to identify popular or common motifs and include examples from stories you have read in class or other classic works of literature. Support your responses.
Unit 6 Exam

Matching

Choose the best description for each of the following.

A. author’s approach  E. main idea
B. compare and contrast  F. make predictions
C. context clues  G. summarize
D. draw conclusions  H. visualize

1. words and phrases near a difficult word that provide hints about its meaning
2. the way an author uses literary elements, terms, and techniques to convey his or her main idea
3. gathering pieces of information and then deciding what that information means
4. forming a picture in your mind of the action and descriptions in the text
5. brief statement of what you think the author wants you to know, think, or feel after reading the text
6. analyzing similarities and differences between two things
7. a shortened version of something that has been said or written, stating its main points
8. making guesses about what the reading is going to be about, or what will happen next

Multiple Choice

Identify the choice that best completes the statement or answers the question.

9. When Quindlen meets Ann in the Port Authority Bus Terminal, what does Ann show her to prove she is “just passing through”?
   A. a one-way ticket home
   B. a note from her son who is waiting for her
   C. confirmation for a hotel reservation
   D. a set of house keys
   E. a photograph of a house
10. **Tone** is the emotional attitude toward the reader or toward the subject implied by a literary work. The tone of this essay can best be described as
   A. humorous.
   B. playful.
   C. sarcastic.
   D. sincere.
   E. angry.

*Read the following passage. Then answer the question below.*

It has been customary to take people’s pain and lessen our own participation in it by turning it into an issue, not a collection of human beings. We turn an adjective into a noun: the poor, not poor people; the homeless, not Ann or the man who lives in the box or the woman who sleeps on the subway grate.

11. What is the overall point the author is making in this passage?
   A. Making a social problem into an issue helps us be more effective in taking care of it.
   B. Generalizing about homeless people allows us to stereotype them.
   C. We use abstract language to distance ourselves from homeless people.
   D. Being homeless is a social problem that makes people with homes very uncomfortable.
   E. We need to take care of homelessness one person at a time.

*for New Directions/The Road Not Taken*

12. When first discovering two diverging roads in “The Road Not Taken,” the speaker is immediately sorry not to
   A. be able to travel both.
   B. have access to a map.
   C. be better at decision-making.
   D. have the benefit of hindsight.
   E. have more time to choose.

13. Annie Johnson put together an informal business plan when she forged a new path for herself. Which of the following sentences describes something that was *not* part of that plan?
   A. Annie assessed her own skills and identified that she was a good cook.
   B. Annie identified her customer base as cotton gin and mill workers.
   C. Annie obtained clearance from cotton gin and mill owners and managers.
   D. Annie confirmed that she could transport her goods in a timely manner.
   E. Annie offered a service to her customers that they could depend on.
14. Which of the following best describes the way Annie Johnson and the speaker in the poem face their respective challenges?
A. Because Annie’s challenges in taking care of her children are huge, she agonizes over her decision. The speaker in the poem knows that either road is worth traveling, so his decision is less difficult.
B. Annie seeks out the good counsel of people she trusts before she takes action. However, the speaker in the poem realizes that his is a private decision and he must make it on his own.
C. Annie reviews several choices and decides to pursue the road least traveled, challenging societal norms. The speaker in the poem knows he has only two choices and chooses as others have.
D. No existing path is acceptable to Annie, so she boldly forges a new path. The speaker in the poem has a hard time deciding which road is better, and makes his decision with some uncertainty.
E. Annie triumphantly forges a new path with courage and a desire to be an example for others. The speaker in the poem is hesitant, but emerges knowing his choice has made all the difference.

**The Road and the End**

15. Alliteration is the repetition of initial consonant sounds. Which of the following lines does not contain alliteration?
A. “Down the roadway in the dusk”
B. “In the silence of the morning”
C. “Where tall trees flank the way”
D. “The broken boulders by the road”
E. “Slim birds swift of wing”

16. Consider the following lines from the poem:

“The broken boulders by the road / Shall not commemorate my ruin”

Which of the following statements best matches the meaning of these lines?
A. I refuse to allow the rocks or any element of nature to pay tribute to me.
B. I will see the boulders along the road as silent witnesses of strength.
C. Just because the boulders are broken doesn’t mean my own destruction will follow.
D. The natural elements of the prairie remind me to maintain my humility.
E. Even though mighty boulders have been broken by war, I refuse to break.

17. Evaluate the following phrases and judge which group of images presents the strongest sense of hope or inspiration.
A. “Down the roadway in the dusk / Where shapes of hunger wander”
B. “Where shapes of hunger wander / And the fugitives of pain go by”
C. “... the slow great winds arise”/“Where tall trees flank the way”
D. “Where tall trees... shoulder the sky; “I shall watch for / Slim birds swift of wing”
E. “... where wind and ranks of thunder / Drive the wild processionals of rain”
for **Harrison Bergeron**

18. Why is Harrison forced to wear a clown nose?
   A. to entertain his parents
   B. to prevent people from fearing him
   C. to bring joy to children everywhere
   D. to cover his handsome face
   E. to humor the Handicapper General

19. In the society described in “Harrison Bergeron,” competition is considered
   A. unlawful.
   B. old-fashioned.
   C. disruptive.
   D. mean spirited.
   E. All of the above

20. Based on his actions at the ballet, it is likely that Harrison would be
    a(n) _____________ leader.
    A. cruel
    B. manipulative
    C. inspiring
    D. agreeable
    E. All of the above

for **The Censors**

21. At the end of the story, the reader learns that all the people whose
    letters have been censored are
    A. jailed.
    B. innocent.
    C. executed.
    D. radicals.
    E. promoted.

22. Why does Juan tell himself “you don’t form a habit by doing something
    once” after he reports the man who tries to organize a strike?
    A. He is trying to hide the fact that he wants to find his letter and is
       attempting to stay focused.
    B. He is confused about his loyalties within the company and is trying
       to make sense of them.
    C. He recognizes that he shouldn’t have reported his peer and is trying
       to justify his actions to himself.
    D. He is good friends with the man that he turned in and he wants to
       come clean about it.
    E. He thinks the strike is a good idea but he is not sure it will work.

23. The story illustrates that those who support a system of government
    A. get special treatment.
    B. must abide by its rules.
    C. must be controlled.
    D. should be respected.
    E. can never be happy.
for History Lesson/There Will Come Soft Rains

24. The Literature Connection, “There Will Come Soft Rains,” depicts life on Earth after humans are destroyed by
   A. war.
   B. disease.
   C. hurricanes.
   D. famine.
   E. meteors.

25. What do the Venusian scientists not understand about the film?
   A. It was made using tiny pictures.
   B. It is meant to be projected.
   C. It does not depict the human race.
   D. It was saved for many generations.
   E. It is meant to be artwork.

26. What purpose does the final line of the story serve?
   A. It makes the ending seem final.
   B. It introduces a new character.
   C. It provides a twist ending.
   D. It creates confusion.
   E. It supports the readers’ assumptions.

Essay

Answer one of the following questions.

27. In a paragraph, explain why determining an author’s purpose might be important when reading independently. How might you accomplish this? Support your responses.

28. In a paragraph, describe reading strategies that one might use before reading a selection. Support your work by explaining why these strategies would be helpful.
About the Reading Fluency Assessments

Reading Fluency Assessments have been provided in response to increasing interest in and demand for this type of information, even at the high school level. The relationship between reading fluency and comprehension has been well documented. Slow readers, in particular, are likely to have difficulty comprehending text.

In this Assessment Guide, two passages are provided for each unit in the Mirrors & Windows: Connecting with Literature program. Each passage contains material from the corresponding unit in the Student Edition, whether it is from a literary selection or instructional material. Each passage is considered moderate in difficulty and is about two hundred words long. To ensure an accurate assessment and progress report, students should not practice reading the passage before they begin the assessment.

The guidelines below explain how to administer the assessments as well as evaluate and score the student’s performance. The Detailed Reading Fluency Rubric describes each of the categories that are used to measure students’ skill in reading the passages.

The goal of reading fluency assessment is to encourage and chart student progress. A master Reading Fluency Progress Graph is provided to help you accomplish that goal. A copy of the graph can be used to chart an individual student’s scores for multiple readings of the assessment passages.

Following each assessment, you can also document the types of errors a student made in a Reading Fluency Error Chart. The student can then review the results and practice to remedy the identified errors. A master Reading Fluency Error Chart is supplied for this purpose.

Additional reading fluency materials can be found at mirrorsandwindows.com.

Conducting Reading Fluency Assessments

Materials Needed

- one copy of the passage for each student (for you to use in marking and scoring)
- one additional reading copy (for students to read during the test; laminate or enclose in a plastic sleeve if possible)
- a stopwatch or other timing device
- a pencil or pen
- one Reading Fluency Progress Graph for each student
- one Reading Fluency Error Chart for each student and each passage

Administering the Test

1. Have the student sit at a desk or table, and place the reading copy of the passage in front of him or her. You should sit across from the student but not so near that your marking will be a distraction.
2. Explain to the student that he or she is going to read the text out loud for one minute. You will tell him or her when to start and stop. Encourage the student to read as quickly and carefully as he or she can. Review the format of the material, which includes a text passage and a row of numbers to its right (see example later in this introduction). Emphasize that the student should focus solely on the text.
3. Ask the student if he or she understands what to do. Review the directions as needed.
4. Tell the student to begin reading when he or she is ready. Start the timer when he or she says the first word of the passage.
5. While the student reads, mark his or her errors on a copy of the passage (see Marking Errors section below). Do not speak while the student is reading unless he or she pauses for more than three seconds. If that happens, advise him or her to skip the problematic word or phrase and go on.
6. After one minute, tell the student to stop reading. Use double slash marks to indicate the specific point in the text at which the student stops (again, see Marking Errors guidelines).

Marking Errors

1. Document each student’s performance, as well as successive rounds of testing, using the markup system described in steps 2–4 below. Doing so is necessary to ensure accurate, efficient recording and valid and reliable results.
2. Mark up a separate copy of the passage for each student. As the student reads, mark these types of errors as indicated:
   - **Omissions**: Circle each omitted word.
   - **Mispronunciations**: Make an X through each mispronounced word.
   - **Additions**: Insert a caret (^) at the point at which a word is added, and write the added word above the line of text.
   - **Substitutions**: Circle any word that is replaced by another word, and indicate the substituted word by using a caret and writing the word above the line of text.
   - **Repetitions**: Underline any repeated word.
   - **Inappropriate pauses**: Insert a slash (/) before each word at which a student pauses inappropriately.
3. Write **SC** above any word that was omitted or mispronounced but then self-corrected.
4. As noted above, use double slash marks (//) to mark the exact point where the student stops reading.

Calculating Rate and Accuracy

After each reading, complete the calculations described here in the section below the passage.

**Words correct**

1. Determine the total number of words the student read by noting the point at which he or she stopped reading and adding the number of words completed in that line to the number of words listed at the end of the previous line. Enter this total on the line following "Words read."
2. Count the number of errors the student made. Do not count self-corrections as errors. Count a series of repeated words as one error.
Otherwise, count each error individually. Enter this number on the line following “Errors.”

3. Subtract the “Errors” figure from the “Words read” figure. Enter the “Words correct” total in the space provided.

Words correct per minute
1. Most students will complete only a portion of the reading passage in one minute, but some may complete the entire passage in less than one minute. The calculation for determining the number of words correct per minute will give you an accurate per-minute count whether the student reads the entire passage or only a portion of. Begin by copying the “Words correct” total from the previous calculation on to the line provided.
2. Write the number of seconds read on the line provided.
3. Complete the calculation by multiplying the “Words correct” figure by 60 and dividing that amount by the “Seconds read” figure. Record the total on the line provided.

Percentage words correct
1. Copy the “Words correct per minute” total from the previous calculation in the line provided.
2. Copy the “Words read” total from the first calculation on the line provided.
3. Divide the “Words correct per minute” figure by the “Words read” figure, multiply by 100, and enter the total on the line provided.

Identifying Fluency Levels
1. In the fluency rubric at the bottom of the Reading Fluency Assessment page, circle the percentage of words read correctly.
2. To score the student’s expression, circle the amount of text that was read with appropriate expression and intonation. Consider the number of errors the student made, and review the expression indicators in the Reading Fluency Rubric at the end of this introduction.
Example

It was a cold night, as I have said. The high tower was cold. The light was coming and going, and the Fog Horn, calling and calling through the ravelling mist. You couldn't see far and you couldn't see plain, but there was the deep sea moving on its way about the night earth, flat and quiet, the color of gray mud. Here were the two of us alone in the high tower. There, far out at first, was a ripple, followed by a wave, a rising, a bubble, a bit of froth.

And then, from the surface of the cold sea came a head, a large head, dark-colored, with immense eyes, and then a neck. And then—not a body—but more neck and more! The head rose a full forty feet above the water on a slender and beautiful dark neck. Only then did the body, like a slender little island of black coral and shells and crayfish, drip up from the subterranean. There was a flicker of tail. In all, from head to tip of tail, I estimated the monster at ninety or a hundred feet.

I don't know what I said. It seems I said something.

"Steady, boy," whispered McDunn.

"It's impossible!" I said.

---

Words correct = Words read \( \frac{195}{60} \) - Errors \( \frac{10}{60} \) = \( \frac{185}{60} \)

Words correct per minute = \( \frac{185}{60} \times \frac{60}{195} \) = \( \frac{185}{195} \)

Percentage words correct = \( \frac{185}{195} \times 100 \% \)

<table>
<thead>
<tr>
<th>Fluency Level</th>
<th>Fluent</th>
<th>Nonfluent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate and Accuracy (Percentage of words correct per minute)</td>
<td>97%–100%</td>
<td>94–96%</td>
</tr>
<tr>
<td>Expression (Amount of text read with appropriate expression and intonation)</td>
<td>All or almost all</td>
<td>Most</td>
</tr>
</tbody>
</table>

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Understanding Reading Fluency

Each of the following descriptions includes a criterion about expression and intonation (also called *prosody*). This is a subjective quality of oral reading and thus not measured by a test of rate and accuracy. You should take note if a student reads quickly and accurately but with little or inappropriate expression or intonation, and then weigh that factor in determining the student’s level of fluency. Research has generally found that a high level of expression corresponds with high scores in rate and accuracy. All three qualities contribute to reading comprehension.

**Detailed Reading Fluency Rubric**

<table>
<thead>
<tr>
<th>Level 4 (Fluent)</th>
<th>Rate and Accuracy 97–100%</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reads primarily in larger, meaningful phrase groups</td>
<td>Reads all or almost all text with appropriate expression and vocal emphasis</td>
</tr>
<tr>
<td></td>
<td>Reads with some regressions, repetitions, and deviations but self-corrects promptly and accurately</td>
<td>Reads all or almost all text with appropriate inflection and rises and drops in voice tone</td>
</tr>
<tr>
<td></td>
<td>Reads at rate that is consistent and conversational</td>
<td>Reads all or almost all punctuation marks accurately</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 (Fluent)</th>
<th>Rate and Accuracy 94–96%</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reads primarily in three- or four-word phrases but may include some smaller groupings</td>
<td>Reads most text with appropriate expression and vocal emphasis</td>
</tr>
<tr>
<td></td>
<td>Reads with some regressions, repetitions, and deviations and sometimes has difficulty self-correcting</td>
<td>Reads most text with appropriate inflection and rises and drops in voice tone</td>
</tr>
<tr>
<td></td>
<td>Reads at rate that is generally, but not always, consistent and conversational</td>
<td>Reads most punctuation marks accurately</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2 (Nonfluent)</th>
<th>Rate and Accuracy 90–93%</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reads primarily in two-word phrases but may include some word-by-word reading</td>
<td>Reads little text with appropriate expression and vocal emphasis</td>
</tr>
<tr>
<td></td>
<td>Reads with regular regressions, repetitions, and deviations and pauses at length while self-correcting</td>
<td>Reads little text with appropriate inflection and rises and drops in voice tone</td>
</tr>
<tr>
<td></td>
<td>Reads at rate that varies significantly, owing to frequent pauses</td>
<td>Reads few punctuation marks accurately</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1 (Nonfluent)</th>
<th>Rate and Accuracy &lt; 90%</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reads primarily word by word</td>
<td>Reads no or almost no text with appropriate expression and vocal emphasis</td>
</tr>
<tr>
<td></td>
<td>Struggles with many or most words and is often unable to self-correct</td>
<td>Reads no or almost no text with appropriate inflection and rises and drops in voice tone</td>
</tr>
<tr>
<td></td>
<td>Reads at rate that is slow and labored</td>
<td>Reads no or almost no punctuation marks accurately</td>
</tr>
</tbody>
</table>
Graphing Reading Fluency Progress

Reading fluency progress is determined by multiple readings of the same passage. The Reading Fluency Progress Graph that directly follows this introduction allows you to chart student progress on any number of readings.

First Reading: For the first reading of each passage, mark a blue dot in the row below the passage number to show the percentage of words read correctly.

Second Reading: For the second reading of each passage, mark a red dot in the row below the passage number to show the percentage of words read correctly.

Subsequent Readings: Use a different color to record and graph the percentage of words read correctly in each subsequent reading.

To graph progress, draw a blue line connecting the blue dots from the first readings of the passages. Then draw a red line connecting the red dots from the second readings of the passages. Continue drawing lines to connect the different color dots for each subsequent reading.

Helping Students Improve Their Reading Fluency

Reading fluency improves most quickly when students can see the types of errors they are making and focus on those errors as they practice. Use the Reading Fluency Error Chart at the end of this introduction to record the types of errors a student makes. The chart provides space for recording errors during four readings of the passage. This allows students to assess improvement in specific skill areas.

Fill out the chart by listing the words missed under each error category. Use these guidelines:

1. If the student self-corrected an error, do not count it.
2. For inappropriate pauses, list the word or phrase that immediately follows the pause.
3. For substitutions, list both the word missed and the word substituted, and circle the word missed.
4. For additions, include the entire phrase into which the word was inserted, and circle the word that was added.
## Reading Fluency Progress Graph

<table>
<thead>
<tr>
<th>Fluency Level</th>
<th>Percentage Correct</th>
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<tbody>
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<tr>
<td>2</td>
<td>99</td>
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<tr>
<td>3</td>
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<tr>
<td>11</td>
<td>90</td>
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<tr>
<td>12</td>
<td>&lt;90</td>
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</tbody>
</table>

**Correct Reading Fluency Assessment Passages**

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
# Reading Fluency Error Chart

Reading Fluency Assessment, Passage ____

<table>
<thead>
<tr>
<th>Reading</th>
<th>Omissions</th>
<th>Mispronunciations</th>
<th>Additions</th>
<th>Substitutions</th>
<th>Repetitions</th>
<th>Inappropriate Pauses</th>
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<td>First</td>
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<td>Second</td>
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<td>Third</td>
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<td>Fourth</td>
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from The Most Dangerous Game, page 26

Reading Fluency Assessment, Passage 1

When you are ready, begin reading the passage aloud. Read as clearly and smoothly as possible. Continue reading until your teacher says “Stop.”

There was no sound in the night as Rainsford sat there, but the muffled throb of the engine that drove the yacht swiftly through the darkness, and the swish and ripple of the wash of the propeller.

Rainsford, reclining in a steamer chair, indolently puffed on his favorite brier. The sensuous drowsiness of the night was on him. “It’s so dark,” he thought, “that I could sleep without closing my eyes; the night would be my eyelids.”

An abrupt sound startled him. Off to the right he heard it, and his ears, expert in such matters, could not be mistaken. Again he heard the sound, and again. Somewhere, off in the blackness, someone had fired a gun three times.

Rainsford sprang up and moved quickly to the rail, mystified. He strained his eyes in the direction from which the reports had come, but it was like trying to see through a blanket. He leaped upon the rail and balanced himself there, to get greater elevation; his pipe, striking a rope, was knocked from his mouth. He lunged for it; a short, hoarse cry came from his lips as he realized he had reached too far and had lost his balance. The cry was pinched off short as the blood-warm waters of the Caribbean Sea closed over his head.

Words per line

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<tr>
<td>208</td>
<td>218</td>
<td></td>
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</tbody>
</table>

Words correct = Words read _____ − Errors _____ = _____

Words correct per minute = 60 × Words correct _____ ÷ Seconds read _____ = _____

Percentage words correct = Words correct per minute _____ ÷ Words read _____ × 100 = _____%
from The Good Deed, page 82

Reading Fluency Assessment, Passage 2

When you are ready, begin reading the passage aloud. Read as clearly and smoothly as possible. Continue reading until your teacher says “Stop.”

Old Mrs. Pan forgot herself for the first time since she had been hurried away from the village without even being allowed to stop and see that the salted cabbage, drying on ropes across the big courtyard, was brought in for the winter. She had been compelled to leave it there and she had often thought of it with regret. She could have brought some with her had she known it was not to be had here. But there it was, and it was only one thing among others that she had left undone. Many people depended upon her and she had left them, because her son compelled her, and she was not used to this idleness that was killing her day by day.

Now as she looked at Lili’s kind, ugly face it occurred to her that here there was something she could do. She could find a husband for this good girl, and it would be counted for merit when she went to heaven. A good deed is a good deed, whether one is in China or in America, for the same heaven stretches above all. She patted Lili’s clasped hands. “Do not grieve anymore,” she said tenderly. “I will arrange everything.”
from The Teacher Who Changed My Life, page 214

Reading Fluency Assessment, Passage 3

When you are ready, begin reading the passage aloud. Read as clearly and smoothly as possible. Continue reading until your teacher says “Stop.”

When my father led me and my 11-year-old sister to Greendale Elementary School, the grim-faced Yankee principal put the two of us in a class for the mentally retarded. There was no facility in those days for non-English-speaking children.

By the time I met Marjorie Hurd four years later, I had learned English, been placed in a normal, graded class and had even been chosen for the college preparatory track in the Worcester public school system. I was 13 years old when our father moved us yet again, and I entered Chandler Junior High shortly after the beginning of seventh grade. I found myself surrounded by richer, smarter and better-dressed classmates, who looked askance at my strange clothes and heavy accent. Shortly after I arrived, we were told to select a hobby to pursue during “club hour” on Fridays. The idea of hobbies and clubs made no sense to my immigrant ears, but I decided to follow the prettiest girl in my class—the blue-eyed daughter of the local Lutheran minister. She led me through the door marked “Newspaper Club” and into the presence of Miss Hurd, the newspaper advisor and English teacher who would become my mentor and my muse.
from Becoming a Composer, page 232

Reading Fluency Assessment, Passage 4

When you are ready, begin reading the passage aloud. Read as clearly and smoothly as possible. Continue reading until your teacher says “Stop.”

Hikari had always enjoyed his lessons with Ms. Tamura, but now he could hardly wait for them. When entering a Japanese house, people normally exchange their shoes for slippers at the threshold. Hikari would greet Ms. Tamura at the door carrying not only slippers for her to put on but also an alarm clock set for the time the lesson was to begin; he apparently wanted to make certain that none of the time sacred to music was wasted on pleasantries.

He would show her what he had written in his music-manuscript notebook since the last time they met. At first, these were bits and pieces of music he had heard. But soon, by the time he was thirteen, he began writing down fragments he had composed himself, working entirely in his head, without a piano. At first, Ms. Tamura did not know what they were. His favorite compositional method at that time was filling up a manuscript page with broken chords or Alberti basses (a particular left-hand accompaniment of broken triads popular in the classical period), then thinking up a melody to go with them. He wrote mostly in an eighteenth century idiom, and she thought he must have heard something on the radio that she did not happen to recognize.

Words per line

| Words correct = Words read _____ − Errors _____ = ____ |
| Words correct per minute = 60 × Words correct _____ ÷ Seconds read _____ = ____ |
| Percentage words correct = Words correct per minute _____ + Words read _____ × 100 = ____ % |

<table>
<thead>
<tr>
<th>Fluency Level</th>
<th>Fluent</th>
<th>Nonfluent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate and Accuracy (Percentage of words correct per minute)</td>
<td>97%−100%</td>
<td>94−96%</td>
</tr>
<tr>
<td>Expression (Amount of text read with appropriate expression and intonation)</td>
<td>All or almost all</td>
<td>Most</td>
</tr>
</tbody>
</table>
Reading Fluency Assessment, Passage 5

When you are ready, begin reading the passage aloud. Read as clearly and smoothly as possible. Continue reading until your teacher says “Stop.”

In literature, context refers to the conditions in which the poem occurs. Context is closely related to setting but focuses more on the environment of the time and place. Two common types of context include historical and cultural.

Interpreting a poem within its historical context requires that you have some knowledge of the time period in which it was written or of the events it describes. For example, the poem “Ballad of Birmingham,” by Dudley Randall, imagines a conversation between a mother and daughter on September 15, 1963. It is clear in the poem that an explosion occurs and the daughter dies, but the weight of the poem comes from knowing that the Sixteenth Street Baptist Church was bombed by Ku Klux Klan members on that day, killing four young girls.

Cultural context is less dependent on the time period than on the culture of the poet, speaker, or subject of the poem. For instance, in “Local Sensibilities,” by Wing Tek Lum, the speaker shows how certain references in the mainstream, popular culture do not mean the same thing to native Hawaiians. The speaker’s point of view of being a native Hawaiian allows the reader the ability to see Hawaii both from outside and inside the culture.
from Bread, page 430

Reading Fluency Assessment, Passage 6

When you are ready, begin reading the passage aloud. Read as clearly and smoothly as possible. Continue reading until your teacher says “Stop.”

Imagine a famine. Now imagine a piece of bread. Both of these things are real but you happen to be in the same room with only one of them. Put yourself into a different room, that’s what the mind is for. You are now lying on a thin mattress in a hot room. The walls are made of dried earth and your sister, who is younger than you are, is in the room with you. She is starving, her belly is bloated, flies land on her eyes; you brush them off with your hand. You have a cloth too, filthy but damp, and you press it to her lips and forehead.

The piece of bread is the bread you’ve been saving, for days it seems.

You are as hungry as she is, but not yet as weak. How long does this take? When will someone come with more bread? You think of going out to see if you might find something that could be eaten, but outside the streets are infested with scavengers and the stink of corpses is everywhere.

Should you share the bread or give the whole piece to your sister? Should you eat the piece of bread yourself? After all, you have a better chance of living, you’re stronger. How long does it take to decide?
from Introduction to Drama, page 486

Reading Fluency Assessment, Passage 7

When you are ready, begin reading the passage aloud. Read as clearly and smoothly as possible. Continue reading until your teacher says “Stop.”

We get to know a dramatic character largely through his or her actions and speech. As you read, look for clues to a character’s motivations and emotional state. Consider how one character plays off another. The characters in drama, as in fiction, can be classified as protagonists or antagonists, flat or round, and major or minor.

In drama, particularly classic drama, there are certain character creations that are quite common. These character types were fairly standard in ancient Greek dramas and in Shakespearean drama and may sometimes appear in modern plays.

In tragedies, such as Shakespeare’s Romeo and Juliet, the main character (or characters, in this case) is frequently a tragic hero. Such heroes have a tragic flaw, or a weakness of personality, that causes them to make unfortunate choices. They are thus doomed to a tragic end. A foil is a character who contrasts with a central character in order to highlight each other’s strengths and, more usually, weaknesses.

To relieve the seriousness or emotional intensity of tragedy, playwrights often introduce a humorous character for comic relief. The flustered Nurse in Romeo and Juliet provides the comic relief with her rambling speech about raising Juliet. The Nurse also serves as a counterpoint to Friar Lawrence: Both adults aid and advise and advise the teenage lovers, though neither truly succeeds.
**Reading Fluency Assessment, Passage 8**

*from Romeo and Juliet Over the Centuries*, page 617

When you are ready, begin reading the passage aloud. Read as clearly and smoothly as possible. Continue reading until your teacher says “Stop.”

---

**Romeo and Juliet** is probably the best known and best loved of all William Shakespeare’s plays. Generations of audiences have been able to relate to the two “star-cross’d” young lovers, whose passion is doomed from the start by the bitter feuding between their families. Since Elizabethan times, the play has been interpreted in many forms, inspiring operas, ballets, musicals, and poetry. It has been translated into nearly every language and has been updated in such modern contexts as gangland New York City, the Israeli-Palestinian conflict in Jerusalem, and war-torn Sarajevo.

The power of the story itself is evident in that it has been told for centuries; in fact, it was not even new to Shakespeare’s audience. According to legend, the real story of Romeo and Juliet took place in Verona in 1303, although similar stories were told in Greece dating back to the second century. Shakespeare’s source for the play is thought to be *The [Tragical History] of Romeus and Juliet*, a long poem written by Englishman Arthur Brooke in 1562. Brooke himself based his poem on an earlier Italian work that had been translated into French.

The timeless story of two lovers found its most treasured and enduring form in the unparalleled poetry of Shakespeare. His version of *Romeo and Juliet* is exceptional for its wit and wordplay, its soaring poetic descriptions, and its frenetic pace.
from The White Snake, page 690

**Reading Fluency Assessment, Passage 9**

When you are ready, begin reading the passage aloud. Read as clearly and smoothly as possible. Continue reading until your teacher says “Stop.”

A long time ago there lived a King whose wisdom was [known] abroad in all the country. Nothing remained long unknown to him, and it was as if the knowledge of hidden things was brought to him in the air. However, he had one curious custom. Every day at dinner, after the table had been cleared and every one gone away, a trusty servant had to bring in one other dish. But it was covered up, and the servant himself did not know what was in it, and no one else knew, for the King waited until he was quite alone before he uncovered it. This had gone on a long time, but at last there came a day when the servant could restrain his curiosity no longer, but as he was carrying the dish away he took it into his own room. As soon as he had fastened the door securely, he lifted the cover, and there he saw a white snake lying on the dish. After seeing it he could not resist the desire to taste it, and so he cut off a small piece and put it in his mouth. As soon as it touched his tongue he heard outside his window a strange chorus of delicate voices. . . . The virtue of the snake had given him power to understand the speech of animals.

**Words per line**

A long time ago there lived a King whose wisdom was [known] abroad in all the country. Nothing remained long unknown to him, and it was as if the knowledge of hidden things was brought to him in the air. However, he had one curious custom. Every day at dinner, after the table had been cleared and every one gone away, a trusty servant had to bring in one other dish. But it was covered up, and the servant himself did not know what was in it, and no one else knew, for the King waited until he was quite alone before he uncovered it. This had gone on a long time, but at last there came a day when the servant could restrain his curiosity no longer, but as he was carrying the dish away he took it into his own room. As soon as he had fastened the door securely, he lifted the cover, and there he saw a white snake lying on the dish. After seeing it he could not resist the desire to taste it, and so he cut off a small piece and put it in his mouth. As soon as it touched his tongue he heard outside his window a strange chorus of delicate voices. . . . The virtue of the snake had given him power to understand the speech of animals.

| Words correct | Words read _____ − Errors _____ = _____ |
| Words correct per minute | 60 × Words correct _____ ÷ Seconds read _____ = _____ |
| Percentage words correct | Words correct per minute _____ ÷ Words read _____ × 100 = _____ % |

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LEVEL IV, UNIT 5 343
from The Princess and the Tin Box, page 805

Reading Fluency Assessment, Passage 10

When you are ready, begin reading the passage aloud. Read as clearly and smoothly as possible. Continue reading until your teacher says “Stop.”

Once upon a time, in a far country, there lived a king whose daughter was the prettiest princess in the world. Her eyes were like the cornflower, her hair was sweeter than the hyacinth, and her throat made the swan look dusty.

From the time she was a year old, the princess had been showered with presents. Her nursery looked like Cartier’s window. Her toys were all made of gold or platinum or diamonds or emeralds. She was not permitted to have wooden blocks or china dolls or rubber dogs or linen books, because such materials were considered cheap for the daughter of a king.

When she was seven, she was allowed to attend the wedding of her brother and throw real pearls at the bride instead of rice. Only the nightingale, with his lyre of gold, was permitted to sing for the princess. The common blackbird, with his boxwood flute, was kept out of the palace grounds. She walked in silver-and-samite slippers to a sapphire-and-topaz bathroom and slept in an ivory bed inlaid with rubies.

On the day the princess was eighteen, the king sent a royal ambassador to the courts of five neighboring kingdoms to announce that he would give his daughter’s hand in marriage to the prince who brought her the gift she liked the most.
from New Directions, page 853

Reading Fluency Assessment, Passage 11

When you are ready, begin reading the passage aloud. Read as clearly and smoothly as possible. Continue reading until your teacher says “Stop.”

Annie, over six feet tall, big-boned, decided that she would not go to work as a domestic and leave her “precious babes” to anyone else’s care. There was no possibility of being hired at the town’s cotton gin or lumber mill, but maybe there was a way to make the two factories work for her. In her words, “I looked up the road I was going and back the way I come, and since I wasn’t satisfied, I decided to step off the road and cut me a new path.” She told herself that she wasn’t a fancy cook but that she could “mix groceries well enough to scare hungry away and from starving a man.”

She made her plans meticulously and in secret. One early evening to see if she was ready, she placed stones in two five-gallon pails and carried them three miles to the cotton gin. She rested a little, and then, discarding some rocks, she walked in the darkness to the saw mill five miles farther along the dirt road. On her way back to her little house and her babies, she dumped the remaining rocks along the path.

That same night she worked into the early hours boiling chicken and frying ham. She made dough and filled the rolled-out pastry with meat. At last she went to sleep.
from *A Sound of Thunder*, page 876

**Reading Fluency Assessment, Passage 12**

When you are ready, begin reading the passage aloud. Read as clearly and smoothly as possible. Continue reading until your teacher says “Stop.”

Out of the mist, one hundred yards away, came *Tyrannosaurus rex* . . . .

It came on great oiled, resilient, striding legs. It towered thirty feet above half of the trees, a great evil god, folding its delicate watchmaker’s claws close to its oily reptilian chest. Each lower leg was a piston, a thousand pounds of white bone, sunk in thick ropes of muscle, sheathed over in a gleam of pebbled skin like the mail of a terrible warrior. Each thigh was a ton of meat, ivory, and steel mesh. And from the great breathing cage of the upper body those two delicate arms dangled out front, arms with hands which might pick up and examine men like toys, while the snake neck coiled. And the head itself, a ton of sculptured stone, lifted easily upon the sky. Its mouth gaped, exposing a fence of teeth like daggers. Its eyes rolled, ostrich eggs, empty of all expression save hunger. It closed its mouth in a death grin. It ran, its pelvic bones crushing aside trees and bushes, its taloned feet clawing damp earth, leaving prints six inches deep wherever it settled its weight. It ran with a gliding ballet step, far too poised and balanced for its ten tons. It moved into a sunlit arena warily, its beautifully reptilian hands feeling the air.

| Words correct = Words read _____ − Errors _____ = _____ |
| Words correct per minute = 60 × Words correct _____ ÷ Seconds read _____ = _____ |
| Percentage words correct = Words correct per minute _____ + Words read _____ × 100 = _____ % |

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Alternative Assessment Options

As an alternative to testing, teachers can assess students’ learning by evaluating the work they do. So-called alternative assessment involves reviewing the performances students deliver and the products they create. From many educators’ perspectives, evaluating what students do in regular assignments and classroom activities provides a more well rounded and thus more accurate assessment of achievement than is possible with testing. For this reason, alternative assessment is often referred to as authentic assessment or performance-based assessment.

Common types of performances that students might deliver in an English or language arts class include oral presentations, multimedia presentations, process (how-to) demonstrations, oral fluency readings, and interpretive readings. Students’ participation in interviews, debates, conferences, and dramatizations also provides opportunities to evaluate their performances.

The products students commonly create in English and language arts classes are samples of writing and various media. Media samples can include audio and video recordings, drawings and photographs, models, and computer-based products. Written samples can range from entries in logs or journals to formal essays, reports, and research papers. Evaluating a collection of a student’s work in a writing portfolio is a popular means of assessment across all grade levels. (See the Using Writing Portfolios section of this introduction.)

Authentic assessment of either a performance or a product involves three components:

1. a set of directions or guidelines that outline the criteria for successful completion of the performance or product
2. the actual performance or product
3. a scoring instrument that reflects the criteria stated in the directions or guidelines

Using the same criteria in both the directions and the scoring instrument is one of the keys to using alternative assessment effectively. Doing so ensures that students know the primary qualities or steps of the work they are going to do and that their work will be evaluated using the same qualities or steps. In addition, using the same criteria in both steps makes assessment of a large variety and quantity of student work more manageable for teachers.

Types of Assessment Instruments

The following types of scoring instruments are well suited to evaluating student work in English and the language arts:

1. A checklist is a set of criteria for an assignment that are evaluated on a yes/no basis. The simple nature of a checklist makes it useful for evaluating work in a straightforward, efficient manner. The major limitation of checklists is that they do not provide the ability to rate the quality or frequency of a performance criterion.
2. A rating scale is a continuum that identifies a range of student performance or achievement using numbers (1, 2, 3, 4), words (weak, satisfactory, good, excellent), or some combination of the two. A series of rating scales can be
used to evaluate student work along several criteria, or a single scale can be used to assign one general rating to the work. The use of a scale allows the teacher to indicate the degree or quality of performance or achievement, not just its presence or absence.

3. A rubric is a set of criteria or guidelines for successful completion of student work. It is usually specific to a type of assignment, such as writing a research paper, and identifies levels of achievement using a simple rating scale. A rubric can provide a more thorough or specific means of assessment than a simple rating scale or checklist can.

All three of these scoring instruments can be created and used successfully by students and teachers.

**Assessing Student Writing**

Assessment of student writing is a development tool that allows the teacher and student to work together to monitor the student’s progress toward achieving his or her goals. There are various approaches to writing assessment, but two common methods are analytic evaluation and holistic evaluation.

An analytic evaluation begins with identifying several specific features or qualities that are desired in the writing assignment at hand. These features or qualities are then used as the criteria against which the student’s work is evaluated. When point values are assigned to the criteria, a summative evaluation of the writing can be obtained by adding up these scores.

The primary benefit of analytic evaluation is that it shows students what their strengths are and also where they should focus their efforts for improvement. The focus on a limited set of features means that students receive specific guidance rather than an overwhelming level of commentary. This benefits both successful and struggling writers. Analytic evaluation is a valuable means of formative assessment, as it can be used effectively to monitor students’ progress toward specific goals. Analytic evaluation can also be used to measure overall achievement in a particular form of writing or at the end of the unit or term.

Holistic evaluation calls for an overall judgment of the student’s work. A set of general analytic criteria are created, assigned point values, and then used to evaluate writing and produce a summative score. In this type of evaluation, the criteria are not specific to the type of assignment.

The primary benefit of holistic evaluation is that the teacher and students become familiar with the analytic criteria because they are used repeatedly. This can save the teacher time in evaluating the students’ writing. The drawback, however, is that students tend to get the same general feedback across repeated assignments. This makes it difficult to use holistic evaluation to monitor students’ progress; it is more useful as a measure of overall achievement.

**Grading Writing Assignments**

While some teachers prefer to grade every writing assignment, others feel that grading a few assignments chosen by the teacher and student to reflect the student’s best work provides a more realistic assessment of the student’s capabilities. If you choose the latter option, you may want to provide credit for completion of the assignments that are not graded.
Marking Student Papers

Receiving a paper they have written covered with corrections in red ink can be discouraging for students. Furthermore, extensive marking of student papers is time-consuming for teachers. A more practical and positive approach is to mark three or four successes and one or two consistent problems on each paper. It is also beneficial to allow students and their peers to do mark their own papers and then review these evaluations in conferences. This can be done in conjunction with the completion of evaluation forms and/or analytic scales.

Using Writing Portfolios

Writing portfolios are folders in which students store their drafts and finished pieces of writing. Using portfolios is an excellent way for you and your students to assess their progress over time. Portfolios show students’ capabilities and progress better than any test or single writing assignment can.

You may ask your students to keep comprehensive portfolios that contain all the writing they do for class along with Writing Summary Forms and/or evaluation forms for each piece of writing. Alternatively, you may ask your students to keep selected portfolios that contain the pieces of writing they choose as their best work. For their selected portfolios, students should be encouraged to choose pieces that show the skills they have developed and the various types of writing they have done (informative, persuasive, literary, etc.).

When students place works in their portfolios, make sure they attach their notes and drafts behind these works so you will be able to see at a glance how each piece of writing was developed. Also have students attach any evaluation forms they have used.

From time to time, you will want to do a comprehensive evaluation of the students’ portfolios. It is a good idea to create two forms or checklists for this evaluation—one for the student to fill out, and one for you to fill out. Once both evaluations are complete, you can have a conference with each student to discuss his or her progress, provide praise for work well done, and make plans for improvement in the future.

Adapting Assessment for English Language Learners and Developing Readers

Teachers should adapt assessment instruments to accommodate students with less-developed language skills so that they are still able to demonstrate their understanding of the content. Suggestions for adapting assessment include the following:

1. **Range**: Reduce the number of test items students are expected to complete.
2. **Difficulty**: Simplify the problem, task, or process of assessment, while still evaluating the targeted objectives.
3. **Support**: Adjust the level of support provided during assessment as much as possible while still evaluating the targeted objectives. Possibilities include having an aide or peer explain difficult test items.
4. **Time**: Allow students additional time to take a test or complete a project, or break down a task into steps or parts.
5. **Product:** Provide alternatives for the product of assessment, such as permitting the student to given an oral or translated response instead of a written one.

**Criteria of Effective Assessment Instruments**

When you choose or create an assessment tool, start by identifying what you wish to measure and then look for the best instrument with which to take that measurement. The usefulness of any assessment instrument rests on these three characteristics:

1. **Validity** is the extent to which an assessment instrument measures what it is intended to measure. Of particular importance in education is *content validity*, or the extent to which an assessment instrument correlates with the instructional objectives. High content validity means that there is a good fit between the instructional objectives and the test items. This is the only type of validity that can be analyzed in teacher-made tests.

2. **Reliability** is the extent to which an assessment instrument produces consistent results across repeated trials. High test reliability means that a given student will score similarly on the same or on an equivalent test in successive attempts conducted within a short timeframe.

3. **Practicality** is the extent to which an assessment device can be reasonably administered in terms of the time needed to administer and score the test and then record and analyze the results. For instance, a subjective test, in which students write responses to questions, will be more time consuming to grade than an objective test, in which students respond to multiple-choice, true/false, and matching items. However, an objective test will generally be more time consuming to create than a subjective test.
Answer Key

Formative Surveys

ANS = Correct answer
OBJ = Bloom's taxonomy level
PTS = Point value
DIF = Degree of difficulty

for Formative Survey 1

1. ANS: B PTS: 1 DIF: Easy OBJ: Analysis
2. ANS: A PTS: 1 DIF: Medium OBJ: Analysis
3. ANS: B PTS: 1 DIF: Medium OBJ: Analysis
4. ANS: D PTS: 1 DIF: Medium OBJ: Analysis
5. ANS: D PTS: 1 DIF: Difficult OBJ: Synthesis
6. ANS: B PTS: 1 DIF: Medium OBJ: Analysis
7. ANS: D PTS: 1 DIF: Easy OBJ: Comprehension
8. ANS: B PTS: 1 DIF: Difficult OBJ: Comprehension
9. ANS: C PTS: 1 DIF: Easy OBJ: Comprehension
10. ANS: D PTS: 1 DIF: Medium OBJ: Analysis
11. ANS: A PTS: 1 DIF: Medium OBJ: Comprehension
12. ANS: C PTS: 1 DIF: Medium OBJ: Comprehension
13. ANS: D PTS: 1 DIF: Difficult OBJ: Evaluation
14. ANS: D PTS: 1 DIF: Medium OBJ: Application
15. ANS: C PTS: 1 DIF: Easy OBJ: Comprehension
16. ANS: B PTS: 1 DIF: Medium OBJ: Comprehension
17. ANS: D PTS: 1 DIF: Easy OBJ: Comprehension
18. ANS: C PTS: 1 DIF: Easy OBJ: Synthesis
19. ANS: B PTS: 1 DIF: Medium OBJ: Analysis
20. ANS: B PTS: 1 DIF: Medium OBJ: Application
21. ANS: A PTS: 1 DIF: Medium OBJ: Knowledge
22. ANS: A PTS: 1 DIF: Easy OBJ: Evaluation
23. ANS: C PTS: 1 DIF: Medium OBJ: Analysis
24. ANS: D PTS: 1 DIF: Medium OBJ: Evaluation
25. ANS: D PTS: 1 DIF: Difficult OBJ: Analysis
26. ANS: D PTS: 1 DIF: Difficult OBJ: Evaluation
27. ANS: C PTS: 1 DIF: Medium OBJ: Application
28. ANS: C PTS: 1 DIF: Medium OBJ: Analysis
29. ANS: C PTS: 1 DIF: Medium OBJ: Application
30. ANS: B PTS: 1 DIF: Easy OBJ: Application

for Formative Survey 2

1. ANS: D PTS: 1 DIF: Medium OBJ: Application
2. ANS: C PTS: 1 DIF: Medium OBJ: Application
3. ANS: D PTS: 1 DIF: Medium OBJ: Comprehension
Lesson Tests

* = Responses will vary.

Unit 1: Fiction
for Thank You M’am
1. C  9. D
2. E  10. A
3. D  11. A
5. C  13. C
7. E  15. B
8. B  16. *

for The Interlopers/A Poison Tree
1. B  10. A
2. E  11. F
3. D  12. A
5. D  14. E
6. E  15. C
7. A  16. D
8. B  17. *
9. B

for The Most Dangerous Game
1. A  10. D
2. C  11. C
3. C  12. D
4. E  13. F
6. E  15. A
7. A  16. B
8. E  17. *
9. B
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Unit 2: Nonfiction

for Aha Moment
1. B 9. A
2. D 10. C
3. A 11. C
4. A 12. D
5. E 13. A
7. B 15. *
8. B

for The Teacher Who Changed My Life
1. A 10. E
2. B 11. E
3. E 12. A
4. A 13. C
5. B 14. F
7. D 16. D
8. B 17. *
9. D

for Swimming to Antarctica
3. C 12. A
5. E 14. E
6. A 15. D
7. E 16. B
8. A 17. F
9. B 18. *

for I Have a Dream/Martin Luther King Jr.
1. B 9. A
2. C 10. E
3. A 11. D
4. D 12. A
5. E 13. B
7. D 15. C
8. C 16. *

for Becoming a Composer
2. C 10. B
4. D 12. D
5. B 13. C
6. E 14. A
7. A 15. E
8. A 16. *

for Glory and Hope
2. C 10. D
3. E 11. C
4. A 12. E
5. D 13. D
7. A 15. A
8. C 16. *

for Us and Them
1. D 10. E
2. E 11. D
3. E 12. F
5. D 14. A
6. B 15. C
7. D 16. B
8. A 17. *
9. B

for The Obligation to Endure/When It Comes to Pesticides, Birds Are Sitting Ducks
1. E 10. C
3. D 12. D
4. C 13. F
5. A 14. A
6. E 15. E
7. D 16. C
8. A 17. *
9. A

for Furor Scribendi/How to Write a Letter
2. B 10. A
3. D 11. C
5. D 13. E
6. A 14. A
7. A 15. D
8. A 16. *

for Trapped New Orleans Pets Still Being Rescued/Close Encounter of the Human Kind
1. A 10. E
2. C 11. D
3. B 12. A
5. E 14. F
6. D 15. B
8. C 17. *
9. D

for It's Not Talent; It's Just Work
1. D 7. C
2. B 8. E
3. A 9. A
4. B 10. D
5. A 11. *

for An Ethnic Trump/Saying Yes/Indian Education
1. E 10. B
2. D 11. F
3. D 12. C
4. A 13. D
6. D 15. A
8. D 17. *
9. E

for Aha Moment
1. B 9. A
2. D 10. C
3. A 11. C
4. A 12. D
5. E 13. A
7. B 15. *
8. B

for The Teacher Who Changed My Life
1. A 10. E
2. B 11. E
3. E 12. A
4. A 13. C
5. B 14. F
7. D 16. D
8. B 17. *
9. D

for Swimming to Antarctica
3. C 12. A
5. E 14. E
6. A 15. D
7. E 16. B
8. A 17. F
9. B 18. *

for I Have a Dream/Martin Luther King Jr.
1. B 9. A
2. C 10. E
3. A 11. D
4. D 12. A
5. E 13. B
7. D 15. C
8. C 16. *

for Furor Scribendi/How to Write a Letter
2. B 10. A
3. D 11. C
5. D 13. E
6. A 14. A
7. A 15. D
8. A 16. *

for Trapped New Orleans Pets Still Being Rescued/Close Encounter of the Human Kind
1. A 10. E
2. C 11. D
3. B 12. A
5. E 14. F
6. D 15. B
8. C 17. *
9. D

for It's Not Talent; It's Just Work
1. D 7. C
2. B 8. E
3. A 9. A
4. B 10. D
5. A 11. *

for An Ethnic Trump/Saying Yes/Indian Education
1. E 10. B
2. D 11. F
3. D 12. C
4. A 13. D
6. D 15. A
8. D 17. *
9. E
for Only Daughter
1. C 7. C
2. D 8. D
3. B 9. A
5. E 11. *
6. A

for This Is Not Who We Are
1. D 11. G
3. E 13. D
5. E 15. F
7. A 17. A
8. B 18. E
9. E 19. *
10. B

for An “A” in Failure
1. E 7. A
2. C 8. A
3. D 9. D
4. E 10. E
5. A 11. *
6. C

for The Burden of Expectations
1. A 7. E
2. C 8. A
3. A 9. C
4. D 10. A
5. B 11. *
6. D

for Climbing Mount Fuji
1. B 7. C
2. D 8. C
3. D 9. A
4. C 10. D
5. B 11. E
6. A 12. C

for BEWARE: Do Not Read This Poem
1. E 7. E
2. E 8. B
3. A 9. C
5. C 11. *
6. C

for Metaphor/A Simile
1. B 7. C
2. D 8. D
4. D 10. C
5. A 11. A
6. A 12. *

for Gifts/To The Oak
1. C 7. A
2. A 8. C
4. D 10. A
5. A 11. *
6. D

for The Bells
2. B 7. D
3. A 8. A
4. E 9. A
5. E 10. *

for The Secret/Poetry
1. D 7. A
2. B 8. E
3. E 8. E
5. B 10. *

for Sympathy/Caged Bird/“Hope” is the thing with feathers
1. A 7. A
2. B 8. E
3. D 9. D
4. C 10. D
5. D 11. A
6. E 12. *

for Ballad of Birmingham/Birmingham Bomb Kills 4 Negro Girls in Church
1. B 7. A
2. B 8. C
4. D 10. A
5. A 11. *
6. A

for Local Sensibilities/442nd Regimental Combat Team
1. E 2. A

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Assessment Guide
LEVEL IV 355
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### Unit 4: Drama

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#### for The Tragedy of Romeo and Juliet Act V/Purgatory/Romeo and Juliet Over the Centuries

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### Unit 5: Folk Literature

#### for The Story of Ædaelus and Icarus

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### for The White Snake

1. B  
2. A  
3. C  
4. B  
5. D  
6. B  
7. C  
8. B  
9. C  

10. *  

### for The Golden Lamb

1. C  
2. B  
3. A  
4. A  
5. E  
6. D  
7. A  
8. B  
9. B  

10. D  

### for The Odyssey (Part I)/Poseidon, God of the Sea/Cyclops Myth Spurred by "One-Eyed" Fossils?

1. B  
2. C  
3. A  
4. C  
5. D  
6. C  
7. A  
8. B  
9. D  

10. A  

### for Perseus

1. A  
2. D  
3. E  
4. C  
5. E  
6. C  
7. A  
8. B  
9. D  

10. A  

### for Iya, the Camp-Eater

1. B  
2. E  
3. A  
4. C  
5. E  
6. C  
7. D  
8. E  
9. E  

10. D  

### for The Mosquito

1. E  
2. C  
3. A  
4. D  
5. E  
6. B  
7. E  
8. A  

9. B  

### for The Princess and the Tin Box

1. A  
2. E  
3. B  
4. D  
5. B  
6. B  
7. E  
8. B  

9. E  

### for The Appointment in Samarra/History of Samarra

1. E  
2. C  
3. B  
4. D  
5. A  

6. A  

### Unit 6: Independent Readings

#### for Song of the Open Road

1. C  
2. A  
3. B  
4. D  
5. E  

#### for I Wandered Lonely as a Cloud/The Grasmere Journals

1. D  
2. C  

---

**Language:** en  |  **Grade:** 4  |  **Unit:** 6  |  **Page:** 358
5. D  9. C  for New Directions/ The Road Not Taken
6. D  10. D
7. B  11. *
8. E

for Homeless
1. E  6. B
2. C  7. C
3. C  8. E
4. D  9. *
5. E

2. C  11. F
3. A  12. C
4. A  13. H
5. C  14. A
6. C  15. B
7. D  16. D
8. B  17. *
9. E

7. B

for Learning Joy from Dogs Without Collars
1. D  8. E
3. C  10. D
4. D  11. A
5. C  12. E
6. A  13. C
7. B  14. *

for The Road and the End
1. B  6. A
2. E  7. C
4. C  9. *
5. A

for A Sound of Thunder
1. C  9. C
2. E  10. D
3. A  11. B
4. B  12. A
5. B  13. D
6. A  14. E
7. A  15. C
8. E  16. *

for All Watched Over By Machines of Loving Grace
1. C  6. A
2. C  7. E
3. E  8. B
5. C  10. *

for The Feeling of Power
1. C  10. D
2. B  11. D
4. A  13. F
5. A  14. A
6. C  15. C
8. B  17. *
9. B

for Blue Highways: A Journey into America
1. D  11. D
2. C  12. H
3. A  13. J
4. E  14. B
5. B  15. A
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7. D  17. C
8. A  18. G
10. I  20. *

for Minister Without Portfolio
1. B  9. D
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4. A  12. E
5. C  13. C
7. A  15. A
8. D  16. *

for Harrison Bergeron
1. D  9. C
2. C  10. D
3. A  11. D
4. E  12. E
5. B  13. A
7. A  15. B
8. C  16. *

for The Censors
1. B  8. B
2. A  9. A
3. E  10. C
4. D  11. C
5. E  12. A
7. C  14. F

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15. E  17. *  
16. B  

for History Lesson/
There Will Come Soft Rains
1. D  4. D  
2. C  5. B  
3. C  6. C  

for Designing the Future
1. B  7. D  
2. D  8. A  
3. A  9. C  
4. D  10. C  
5. A  11. *  
6. C  

**Unit Exams**

* = Responses will vary.

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