

Characters

Question 1.

Directions: Select the correct text in the passage.

Which sentence shows that Mrs. Castalano has run out of patience?

Visiting Julia

by Alisa Scerrato

Mrs. Castalano got off of the plane in New York City. It was her first time outside of Italy. She was going to see her granddaughter Julia for the first time. Julia was only 4 weeks old. Mrs. Castalano held a picture of Julia in her purse. She showed it to everyone on the plane on the way there.

Once Mrs. Castelano claimed her bags, she lugged them over to the taxi stand. "I'm here to see my granddaughter," she said to the woman standing next to her in line. The woman turned away and looked at her watch. Mrs. Castalano fixed her hair and looked around for someone to talk to, but no one seemed interested. When her taxi finally pulled up, it ran through a puddle and splashed Mrs. Castalano's leg.

"You gonna get in?" asked the taxi driver.

"Yes, nice man. You help me with bag?" replied Mrs. Castalano, trying to lift her large bag. The taxi driver got out of the car and sighed as he lifted her bag into the trunk. He slammed the trunk loudly, making Mrs. Castalano jump.

"Where to?" asked the driver.

"Ah, Brooklyn," said Mrs. Castalano, reaching into her purse and fumbling with a crumpled up piece of paper.

"I need more information than that, lady," he said as he swerved around the corner, making Mrs. Castalano grab on to the side of the door to hold herself up.

"I'm here to see my granddaughter. She name is Julia," said Mrs. Castelano.

"Lady, I need an address," he said as he swerved around another corner and almost made Mrs. Castalano bump her head on the window. Mrs. Castalano held onto the door handle with one hand while searching in her purse with the other hand. When she found the piece of paper, she handed it to the driver. The driver didn't look at the piece of paper and instead started yelling into his phone. He was speaking in a language that Mrs. Castalano could not understand.

Mrs. Castalano finally knocked on the glass between them and said, "You are not nice. I am paying you to go to my daughter's house. I wish to see my Julia right now. Hang up phone and drive!"

The driver then said, "Sorry, lady. I was on the phone with my mother. She was mad at me about something."

"Good! Now two mothers are mad," said Mrs. Castalano. "Take me to my daughter's house now, please."

"Sure thing," he said, turning the corner.

"Thank you," she said, taking Julia's picture out of her purse and smiling. "Now, I will tell you about my granddaughter Julia, and you will listen."

"I can't wait to hear it, lady," he said, and he listened to her story the whole way there.

Question 2.

Brian sat in his social studies class, Staring at the clock. It was a very important day for Brian, who used to be the biggest troublemaker in the entire school. Now, at 2:15, he was forty-five minutes away from finishing up his eighth-grade year without getting into trouble a single time. This was quite a change from seventh-grade year, during which he was suspended four times.

He looked to his left, seeing his friend Tommy. Tommy knew how important finishing the year without getting into trouble was for Brian, so he did not say anything that would attract Ms. Wiggins' attention. Instead, he gave Brian the "thumbs up" sign.

Brian looked to his left and saw Aaron, who was his friend before he stopped getting in trouble. He knew that Aaron wanted nothing more than for him to get into trouble before the school year was over. Aaron did not understand why Brian was tired of getting into trouble all the time. He thought that Brian had decided that he was too good for him.

Brian turned towards Ms. Wiggins, who was standing at the chalkboard. He tried to focus on her and forget about Aaron. Aaron kept calling his name, whispering, "Brian, Brian, look over here. Check this out. Man, you gotta see this. The old Brian would want to see this." Kim, a classmate, told Aaron to be quiet. Brian pretended nothing was happening, so he did not know that Aaron was trying to get him to look at a mean picture he had drawn of Brian.

As Aaron laughed, Brian raised his hand. Aaron thought Brian was going to tell on him, so he stopped laughing. Ms. Wiggins called Brian's name, and he asked her if the clock was right. She told him that it was. Shortly after that, Aaron whispered, "Twenty minutes left. That's plenty of time to get in trouble." He then threw a pencil eraser at Brian's head.

Once again, Brian raised his hand. He raised it at the same time that Jason, another classmate, raised his hand. Aaron became very afraid. He began whispering apologies to Brian. He became very tense when Ms. Wiggins called on Brian. He knew that Brian was going to tell on him. Instead, Brian asked Ms. Wiggins if she liked teaching. She said that she did, then continued with her end-of-the-year review.

Aaron was very angry. He said, "You think you're funny, huh? You like tricking me? Well, we'll see how funny it is when I . . ." Upon realizing that he was in fact screaming, not whispering, he fell silent. The entire class was looking at him.

Ms. Wiggins, who was tired of putting up with Aaron, stared at him and said, "The rest of the class may leave early. Aaron and I are going to talk about how I expect him to act when he repeats this class next year."

Brian raced home to tell his mom that he had gone the whole year without getting into trouble.

Who is the protagonist in this story?

- ☐ A. Brian
- ☐ B. Ms. Wiggins
- ☐ C. Kim
- ☐ D. Jason

Question 3.

Dustin's tooth had been bothering him for weeks. Every time he took a bite of food, drank something cold, or even spoke, a throbbing pain would shoot through his lower jaw and up into his skull. He had been silently living with the pain for so long because he did not want to have to go to the dentist. It was not that he was afraid of the pain. That did not really bother him. He knew that the dentist would tell him that his tooth was hurting because he was not brushing his teeth regularly or taking care of his gums. The dentist could not really do much about that, but he could tell Dustin's mom.

Dustin could not remember the last time he brushed his teeth or used mouthwash, but he could remember that he told his mother that he did both the night before, and the night before that, and the night before that. If she found out that he had been lying about brushing his teeth and using mouthwash for months, if not longer, she would fly into an uncontrollable rage.

Dustin knew he had to think of a plan. He could not tell his mom that his tooth had been hurting for weeks because then she would ask him why he waited so long to tell her. How would he explain that? Also, he could not casually bring up going to the dentist because that would make his mother suspicious. What 11-year-old boy asks to go to the dentist? No, neither of those would work. He had to think of something that was equal parts sneaky and honest.

After hours of work, he came up with a plan that was neither. He knew that his mom was cooking chicken that night, so he decided to pretend that he broke his tooth on a chicken bone. He was convinced that his plan was foolproof. So, as he ate supper that night, he waited to catch his mother looking at him as he was putting a piece of chicken in his mouth.

Upon finding the perfect opportunity, he crunched down on the chicken bone and began screaming, "Ow, my tooth! My tooth! I think I broke it. Oh, I broke it. I broke it on the chicken bone that was just in my mouth a second ago. Oh, I broke my tooth on a chicken bone!"

Dustin then looked over at his mother, expecting to see a look of concern, expecting to see her running towards him, but he saw neither. Instead, he saw her sitting calmly and then heard her say, "That's odd. I've never seen a person have pain during the weeks leading up to breaking his tooth. I guess strange things happen when you go a whole year without brushing your teeth!"

In the final paragraph, Dustin's mother sits calmly because

- ☐ A. she knows Dustin's tooth does not hurt.
- ☐ B. she has not been paying attention to Dustin.
- ☐ C. she does not care about her son's well-being.
- ☐ D. she knows Dustin did not break his tooth.

Question 4.

Free Food

by C. Vesely

When Kambry arrived to pick up her lunch order, her stomach growled as she inhaled the signature scent of Pal's juicy burgers and fresh french fries. Her mouth watered as she breathed in the spicy aroma of chili powder, cumin, and cilantro. Kambry couldn't wait to take a bite of her favorite burger. The restaurant owner scowled as Kambry tried to hand him her credit card.

"Do you have cash?" the owner asked curtly.

"No, sorry, I don't," Kambry answered.

"My machine's not working," the owner said.

"Okay. I don't want to, but I guess I'll have to get some food somewhere else," Kambry said disappointedly.

"No. Just take it," the owner said as he handed her the bag of food.

"Thank you, sir. I'll tell all of my friends to eat here. The burgers are fabulous, and you are very generous," Kambry said with a warm smile.

The man just frowned and wiped his brow with the back of his hand.

Just then, another customer walked in and wanted to order several burgers and side items. The owner had to explain that his credit card machine was not working. This time, the owner sounded sad instead of irritated. The would-have-been customer said that he didn't have cash and didn't have time to go to an ATM.

Kambry felt an urge to help the restaurant owner. "Excuse me, sir. I know it's none of my business. But do you have a smart phone? If so, you could use an app to charge people's credit cards," Kambry suggested.

"No, I don't have a smart phone. I am struggling to keep my restaurant open, and I can't afford things like smart phones," the owner said.

Kambry had the day off from school and had planned to play tennis with her friend. But she felt as though helping the restaurant owner was a worthy cause. "I've got a tablet, and I can help you set up an account for accepting credit card payments."

"I couldn't ask you to do that," the owner said.

"You don't have to ask. I'm volunteering," Kambry said.

"You would do that?" the owner asked.

"Yes! I don't want my favorite burger joint to go out of business!" Kambry answered. She pulled her tablet out of her purse and set up the payment application for the restaurant. Kambry stood by the cash register and showed the owner how to charge people's credit cards. She also set up several social media accounts for the restaurant owner and showed him how he could generate business with posts. Kambry also wrote several rave reviews about Pal's Burgers on different food sites. By the end of the day, the restaurant was crowded with customers. Kambry's online marketing was working like a charm.

The owner was so grateful to Kambry that he told her she would never pay for a meal at Pal's Burgers again. Kambry was thrilled with the endless burger supply, but she was even more thrilled that she had discovered her talent for marketing and had used it to help a local small-business owner.

How does the dialogue in the story contribute to the plot?

- ☐ A. It characterizes Kambry as a simpleminded person who eats a lot.
- ☐ B. It shows how Kambry and the restaurant owner build a relationship.
- ☐ C. It describes how Kambry develops a marketing plan for Pal's Burgers.
- ☐ D. It explains why Kambry likes Pal's Burgers more than other burgers.

Question 5 .

The Special Guests

by C. Vesely

One Sunday night, business was painfully slow at Gibbons, the restaurant where I worked. An hour had passed since I had waited on my last customer. I was upset that I wasn't earning very many tips. If business didn't pick up, I wouldn't be able to pay my bills at the end of the week. I was standing in the corner complaining to Craig, another server, when Baron, the host, rushed over to me.

"Maggie, we have a special guest. The manager wants you to wait on her and her party. Be discreet. She doesn't want a lot of attention," Baron said.

"Who is it?" I asked.

"The special guest is Roberta Jules, the star of the TV show *Top Teacher*," Baron said.

"Oh, she's the lady that travels around the country interviewing students, teachers, and principals in an effort to find the best teacher. I love her! I can't believe she's here!" I said.

"Try to act normal. Don't do anything weird like ask for her autograph," Baron said.

"Okay. I'll do my best," I said.

Roberta arrived with several other people—including my high school principal Mrs. Rush and my favorite teacher Mr. Wells.

"Good evening, my name is Maggie, and I will be your server. Would you like to hear the dinner specials?" I asked Roberta and her entourage.

"Maggie Stinson! How are you?" Mr. Wells asked.

"Wow! You remember me? It's been three years since I was your student," I said.

"How could I forget a student who wrote a paper on why the world needs more criminals?" Mr. Wells said.

"This is one of your former students?" Roberta asked Mr. Wells.

"Yes, Maggie was in my second period English class. She earned an A because of her clever writing," Mr. Wells answered.

"Mr. Wells is an incredible teacher. He taught me everything I know about dangling modifiers. He really deserves to be America's top teacher," I gushed.

"Can you keep a secret?" Roberta asked me.

"Definitely," I said.

"Mr. Wells is one of the three finalists for the top teacher," Roberta told me.

"That is great! Congratulations, Mr. Wells. I hope you win." Suddenly, I remembered my serving duties. "Could I please take your drink order?" I asked.

The rest of the meal went well. I observed Mrs. Rush, Mr. Wells, and Roberta Jules laughing and talking like the best of friends. Each time I checked on their table, they made me feel like a part of the group. I had to tear myself away to wait on my other tables. Roberta paid for the meal and left me a very generous tip. I was thankful and relieved that I would be able to pay all of my bills. Roberta also left me a note saying that she would love to interview me about Mr. Wells. I was thrilled with the opportunity to meet with Roberta and possibly be on TV. I couldn't wait to tell my friends about my exciting night at work.

How does the dialogue contribute to the plot of the story?

- ☐ A. It reveals the reason Roberta Jules' visit is exciting.
- ☐ B. It provides details about the setting of the restaurant.
- ☐ C. It characterizes Mrs. Rush as an excellent principal.
- ☐ D. It shows tension between Maggie and her coworkers.

Question 6 .

Sharon slammed the refrigerator door, sending magnets flying everywhere.

Her mother, who was walking into the kitchen at the time, asked, "What's the matter, Sharon?"

"Billy canceled their date," responded her little sister, Cindy.

Sharon replied, "First of all, Mom asked me, not you, Cindy. And second, Billy could not have canceled our 'date' seeing as we are not dating."

"Okay," said Sharon's mom, picking up her cat, Mittens, "now that we have that straightened out, what's going on?"

"Well, what is going on is that your precious cat," she said as she pointed towards Mittens, "went to the bathroom all over my new shoes."

"Oh," said her mother, "well . . . that doesn't sound like her. She used the bathroom on your new Converse tennis shoes?"

"Yes, it's the only new pair I have," said Sharon.

"Here," said Sharon's mom as she handed her forty dollars, "go buy a new pair."

"What am I supposed to do with this," shouted Sharon, "buy shoelaces? Those were one-hundred fifty dollar shoes!"

Sharon's mom could not believe what she had heard. She began shouting louder than Sharon, "One-hundred fifty dollar shoes? That much for a—?" She called for Sharon's stepdad, "Did you hear that Harold? Our daughter spent one-hundred fifty dollars on a pair of tennis shoes!"

Sharon's stepdad usually defended how she spent the money she earned from her part-time job. However, the last time he did it, he ended up being forced to apologize to both Sharon's mom and Mittens.

Sharon began her usual speech about how she was earning her own money. She reminded her mom that even though she was only seventeen, she was paying her car payment and her car insurance, not to mention paying for her own gas. Just as she was getting to the part about being smart about money, the phone rang.

According to caller ID, it was her Aunt Robin. Her mom picked up the phone and the first words out of her mouth were "Robin, Sharon spent one-hundred fifty dollars on tennis shoes!"

Who is the antagonist in this story?

- ☐ A. Aunt Robin
- ☐ B. Sharon's mom
- ☐ C. Sharon's stepdad
- ☐ D. Sharon

Question 7 .

adapted from History Plays for the Grammar Grades
by Mary Ella Lyng

CHARACTERS:

GEORGE (GEORGE WASHINGTON)

MRS. WASHINGTON (GEORGE WASHINGTON'S MOTHER)

ACT 1

GEORGE: Mother, it is decided that I should go to sea, is it not?

MRS. Yes, George, we had consented to your going to sea but I would much rather have you go back to school and have a good education. According to old Virginia customs the oldest son in the family, when the father dies, receives a plantation and your brother, Laurence, has received a plantation on the Potomac.

GEORGE: Well, mother, if I give up my plans of going to sea and go back to school, what shall I do?

MRS. You will receive a plantation on the Rappahannock.

GEORGE: Well, I shall give up all my plans and go back to school and I will try to excel in all my work.

MRS. You must excel in both work and play and remember the Golden Rule, "Do unto others as you would have them do unto you."

How does George Washington's mother's decision contribute to the plot of the story?

- ☐ A. It makes George's mother plan for her sons' future.
- ☐ B. It makes George realize his responsibilities and inspires him to do his best.
- ☐ C. It makes George's mother give away two plantations.
- ☐ D. It makes George want to treat people around him with love and respect.

Question 8 .

Directions: Select the correct text in the passage.

Which line of dialogue **best** indicates that Jon is devoted to his mother?



Jon to the Rescue
by Tirzah Tyler

Jon lived with his mother. She had a weekend job selling cosmetics at their house. She insisted that he stay at home during her makeover appointments.

"Mom, I love you, but this is kind of embarrassing," Jon told his mother one day as politely as he could.

"I'm sorry, sweetie," she replied while she sprayed perfume into the air. Walking into the perfume cloud, she added, "Don't worry. I won't require you to wear any makeup."

With a chuckle, Jon said, "I know, Mom, and I appreciate that. I just don't want the guys at school to find out I help my mom at her beauty job."

"You're my security guard," Jon's mother said cheerfully. "I pay you in cookies."

Her first appointment on Saturday was at noon. At 11:45 a.m., Jon was eating chocolate chip cookies and surfing the Internet.

Suddenly, his mother ran into the living room. "This is a disaster," she said. "My supervisor shipped me the wrong box yesterday. She was supposed to have sent me 40 new powder brushes. Instead, she sent me 40 new compacts." She quickly handed Jon a piece of paper that had her scribbles on it. "Can you please go to the beauty supply store and get me 40 new powder brushes? I wrote down the name of the brand I need." Then she gave him cash to make the purchase.

Jon laughed and felt his face flush. He thought about how embarrassing it would be for him to buy anything at a beauty supply store. Then he thought about how important his mom's cosmetics job was to her, and he thought about how careful she was with money. He realized that the 40 new powder brushes were important to her. "OK, Mom, I'll get the brushes for you," Jon said.

He hopped on his bike and pedaled as quickly as he could to the beauty supply store, which was five blocks away. He felt very out of place at the store, just like he always did anytime he would accompany his mother there. He bought the brushes, climbed back onto his bike, and pedaled home as fast as he could.

Jon ran into his mother's perfume-scented home office, where she sold her cosmetics, and gave her the brushes and her change.

She wiped sweat off Jon's cheek and kissed it.

"Hey, Jon," said a familiar voice.

"Mike?" Jon asked, shocked to see one of his friends from school sitting in a chair in a corner of his mother's office. "What are you doing here?"

"I'm just here with my mom. She's getting a makeover—"

"From my mom," Jon said with a laugh.

"Why don't you take your friend into the living room?" Jon's mother asked.

"Yes, ma'am, we can check out my computer," Jon replied. He motioned for Mike to follow him

and asked, "Do you like chocolate chip cookies?"

"Sure," Mike replied. "Hey, I'm really glad you're here, man," Mike added. Then he whispered, "Coming here with my mom was embarrassing."

Question 9 .

Fun at the Camp

Markus, Tiara, and Zain were the best of friends and enjoyed hanging out with each other. One evening, while playing at the park, Zain asked his friends, "Guys, did you see this flyer about a camping trip in the Grand Canyon region for teenagers? I think we should enroll ourselves and go on this trip."

"That's a wonderful idea," Markus exclaimed.

"No! It's a boring idea. What are we going to do in a forest? Sorry, friends, I won't be coming with you on this trip," said Tiara.

"A camping trip can be a great outdoor experience. Why don't you give it a try, Tiara? How can you call it boring without even trying it once? I'm sure we'll have a great time," Markus tried to persuade her.

"OK, I'll come," she finally replied.

On the day of the camping trip, the three were hiking back to the campsite with the rest of the camping group, admiring the view of the majestic canyon on their way. The group had spent a fabulous night under the stars, and had set out for the campsite after breakfast. They reached their camp after a long hike, and soon, it was lunchtime and everyone was hungry.

Although the camp organizers had made provisions for food, they needed some volunteers to assemble and serve the food.

"Hey, Markus, Why don't you help us make burgers? We all know you love cooking and your friends can assist you," shouted Arthur, the leader of the group.

"Kyla, you can help serve these fruits," he said to a fellow camper.

Markus asked Zain and Tiara to help him prepare the burgers, but they were hesitant.

"But we've never cooked food before," protested Zain.

"And what if we create a mess? We are not experts like you, Markus. Besides, it's so boring," said Tiara.

"Cooking is neither boring nor challenging. Just follow my instructions, watch me cook, and I promise, you'll enjoy the experience," said Markus, looking at Zain and Tiara.

Zain and Tiara glanced at each other, and reluctantly agreed with Markus.

"Alright, Markus, tell us where to begin," they said.

"That's the spirit. OK, Zain, you can grill these burger buns, Tiara, you can assemble the burgers, and I'll grill the patties."

The three of them worked together and managed to get lunch ready in half an hour.

"Wow! I never realized cooking was so much fun. I must go home and try out something," said Tiara.

"See, I told you it's not boring," said Markus.

"Gee! I can't believe I helped put out a meal for so many people. It wasn't so challenging, after all," remarked Zain.

"Zain, stepping out of your comfort zone may seem scary, but the experience of doing something new is wonderful," remarked Markus.

"I agree, Chef Markus," joked Zain.

At the resolution of the story, Zain's feelings about cooking have changed

- ☐ A. from hesitant to humorous.
- ☐ B. from annoyed to scared.
- ☐ C. from eager to unsure.
- ☐ D. from bored to challenged.

Question 10 .

Jermaine never had any desire to become famous. He liked sitting in his room and making songs using his computer and drum machine, but he never thought anything would come from it. He never even thought of what he was doing as productive. He started making songs because he was bored with video games.

So, he made some songs. He picked the song he liked the best, and used his step mom's digital camera to make a video of his friend Sammy dancing to his song. He put the video on YouTube and promptly forgot about it. The next thing he knew, he had an inbox full of email from people who watched the video. One of those people was a well-known hip-hop producer who wanted to put Jermaine's songs on his record label. Jermaine agreed, but he said he did not want to appear in videos, play concerts, or give interviews. It was an unusual request, but the producer agreed.

Jermaine decided Sammy would appear publicly and perform in videos because he choreographed the dance in the original video. Soon, Sammy was traveling all over the country, filming videos, appearing at shopping malls, and performing on music television channels. Meanwhile, Jermaine sat at home, composing more songs and saving all the money in the bank.

Jermaine can best be described as

- ☐ A. a flat character.
- ☐ B. a static character.
- ☐ C. a round character.
- ☐ D. a dynamic character.

Answers

1. --
2. A
3. D
4. B
5. A
6. B
7. B
8. --
9. A
10. B

Explanations

1. Mrs. Castalano is clearly excited when she arrives in New York. She tries telling people that she has come to New York to visit her granddaughter, but no one is interested in speaking with her. The cab driver is clearly not friendly, and Mrs. Castalano finally loses her patience and demands that he take her to her daughter's house. The sentence that best shows that Mrs. Castalano has run out of patience is "Take me to my daughter's house now, please."
2. Brian is the story's protagonist. He is the main character. The story revolves around him. Some of the other characters could be removed from the story without changing anything but not Brian. If he was removed for the story, everything would have to be changed because there would be no story left.
3. In the final paragraph, Dustin's mom says, "I've never seen a person have pain during the weeks leading up to breaking his tooth." This shows you that she knows that Dustin did not break his tooth on the chicken bone. It also tells you that she has been paying attention to Dustin and that she knows about the problem he is having with his tooth.
4. Dialogue is the speech between characters in a story. This speech can reveal aspects of characters, propel action, and provoke decisions. In this passage, the dialogue shows how Kambry and the restaurant owner build a relationship. At the beginning of the story, the restaurant owner speaks gruffly to Kambry. She speaks politely to the owner. As the story progresses, Kambry offers to help the owner. At this point, the owner speaks more softly. He says to Kambry, "I couldn't ask you to do that." When Kambry volunteers to set up a credit card payment app, he asks, "You would do that?" The dialogue shows the progression of the relationship between the restaurant owner and Kambry.
5. Dialogue is the speech between characters in a story. This speech can reveal aspects of characters, propel action, and provoke decisions. In this passage, the dialogue shows a lot of the action. The dialogue in the story reveals that Roberta Jules is considering Mr. Wells for the title of Top Teacher.
6. Sharon's mom is the story's antagonist. That means that she opposes the story's protagonist. Sharon comes to her mother with a problem, but her mother turns it around so that Sharon is not a victim. She makes it so that Sharon is the problem. Sharon's mom is "opposing" Sharon by refusing to deal with her problem and by trying to make Sharon the story's "bad guy."
7. Though George Washington wants to go to sea, his mother instructs him to take care of a plantation and to go to school instead. This makes George give up his plans of going to sea and realize his responsibilities in the absence of his father. Therefore, the correct answer is "It makes George realize his responsibilities and inspires him to do his best."
8. When Jon tells his mother, "I'll get the brushes for you," he is expressing devotion to her. When a person is devoted to somebody, that person behaves sacrificially. In the passage, Jon sacrifices his comfort and goes to the beauty supply store for his mother.
9. The motivations and behaviors of characters can influence events in a story. Thanks to Markus's guidance, Zain is less reluctant about cooking and more lighthearted when he calls Markus a chef. At the resolution of the story, Zain's feelings have changed "from hesitant to humorous."
10. A static character is one that does not change from the beginning to the end of the story. Even though Jermaine's hobby becomes a job and he become more successful than he could have ever dreamed, neither his personality nor his behavior changes.

Still I Rise

Still I Rise

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops,
Weakened by my soulful cries?

Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own backyard.

You may shoot me with your words,

You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

Does my sexiness upset you?
Does it come as a surprise
That I dance like I've got diamonds
At the meeting of my thighs?

Out of the huts of history's shame
I rise
Up from a past that's rooted in pain
I rise
I'm a black ocean, leaping and wide,
Welling and swelling I bear in the tide.

Leaving behind nights of terror and fear
I rise
Into a daybreak that's wondrously clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.
I rise

I rise

I rise.

QUESTION 1 STANDARD RL.3

In what ways does Angelou convey her unique American identity in the poem, "Still I Rise?"

QUESTION 2 STANDARD RL.1

Using evidence to support your inferences, what factors have effected her development of that unique American identity?

Tone

Question 1 .

from "The Two Brothers"
by Leo Tolstoy

Two brothers set out on a journey together. At noon they lay down in a forest to rest. When they woke up they saw a stone lying next to them. There was something written on the stone, and they tried to make out what it was.

"Whoever finds this stone," they read, "let him go straight into the forest at sunrise. In the forest a river will appear; let him swim across the river, to the other side. There he will find a she-bear and her cubs. Let him take the cubs from her and run up the mountain with them without once looking back. On the top of the mountain he will see a house, and in that house will he find happiness."

Based on the mood of this excerpt, what type of story should the reader expect?

- ☐ A. a biography or autobiography
- ☐ B. an essay
- ☐ C. a family history
- ☐ D. a fairy tale or legend

Question 2 .

Small Beginning.

by George S. Burleigh

WHEN the first little crocus peeped out of the ground,
And slyly looked round,
Not a flower was awake, not a bit of new green
Was anywhere seen;
And it seemed, with a shiver the little one said,
 "Oh, I am afraid,
The trees are so naked, the earth is so black!
 Please let me go back!
You have called me too early, my dear Mother Spring,
 I am such a wee thing!"

Then a bluebird whistled, "Oh, no! my dear,
 It is good you are here;
For now we are sure that spring is near."
Then a sober old robin came bustling by
 With the sleep in his eye;
"Ah, me! how stupid I was to wait;
 And now I am late!
The bluebird has piped, and the crocus has come;
 And you know by the hum
The hot little bee is beating his drum."

Then sweet Mother Spring, with a sunshine kiss,
 Said something like this:
"Thanks, brave little crocus, so slender and small,
 For heeding my call
While orchards were leafless, and snow-drifts staid
 In the all-day shade:
You are telling us sweetly that soonest begun
 The soonest is done;
That little by little makes up the great,
And early obeying is better than late."

What is the tone of the last stanza?

- ☐ A. formal
- ☐ B. appreciative
- ☐ C. daring
- ☐ D. sympathetic

Question 3

Building a Better Park

by J. Blue Spicer

The park had long been abandoned and forgotten and the playground equipment was in disrepair—leftovers from the previous generation of children who once lived in the neighborhood. The surface was torn and moldy after years of overuse and extreme seasons. Jamal had grown tired of skating past it every day and seeing it in such shape, so he went home one day and told his parents he wanted to turn it into a skate park. Every kid in the neighborhood wanted something to replace the playground—they had their own swing sets and slides in their backyards—and they all loved to skate.

Jamal had heard Niall complain to his parents that the increased traffic made it harder for him to safely skateboard. So when Jamal told Niall his idea, Niall was on board. He volunteered to get all the kids together for a meeting at the park to discuss how to make the skate park a reality. Niall skated door-to-door, asking friends to come to the meeting and to pass the news on to their friends. So when the day came and the park was filled with 40 kids, Jamal and Niall were pleasantly surprised.

Jamal laid out his idea. However, there was one problem: who was going to organize this mass of kids into a working group that could get a skate park done, and where would they start? Thankfully, Jasmine came to the gathering and quickly took charge. Jasmine's mother was the head of the neighborhood association. After the meeting, Jasmine took Jamal and Niall to her house and helped them present their idea of turning the old playground into a new skate park. Jasmine was determined to be heard, and told her mom she, Jamal, Niall and the rest of the neighborhood's kids could make this happen. Jasmine got her wish; as it turned out, the parents were not very happy with the playground either and wanted something to be done. It had become a hazard and dangerous to play on, so they agreed to turn the park over to the kids. Jasmine promised the children would help to take good care of it after they built the skate park. It took the rest of the summer to complete, and some help from the adults to complete, but the neighborhood skate park became the popular attraction in the neighborhood.

Directions: Drag the tiles to the correct boxes to complete the pairs. Not all tiles will be used.

Match the selection from the passage with the word that best expresses the tone of the statement.

So when Jamal told Niall his idea, Niall was on board.

they had their own swing sets and slides in their backyards.

Thankfully, Jasmine came to the gathering and quickly took charge.

leftovers from the previous generation of children who once lived in the neighborhood.

encouraging

depressing

enthusiastic

Question 4 .

"Ladies, gentlemen, and distinguished guests. On behalf of myself and my colleagues, I welcome you this evening."

The tone of this welcome is appropriate for what situation?

- ☐ A. a visit to an old friend's house
- ☐ B. the first day of high school
- ☐ C. an awards ceremony or banquet
- ☐ D. a small, family birthday party

Question 5 .

Rejoice
by A. Gautam

Pluck the berries and the marigolds.
Sweep the path and clear away the thorns.
Today He comes just wait and behold.
Today we meet. Today I am reborn.

What is the tone of the poem?

- ☐ A. powerful
- ☐ B. hopeful
- ☐ C. comical
- ☐ D. somber

Question 6 .

Directions: Select the correct text in the passage.

Which two sentences from the passage **best** convey a persuasive tone?

Why We Need the Farmers' Market

Supermarkets have changed the way we shop for food. Previously, people used to buy fruits, vegetables, grains, and meat directly from the people who produced them. In those days, the consumer knew the farmer who toiled day and night to carefully grow produce. However, in the age of the supermarkets, all this is forgotten. Today, unfortunately, people buy food that is packed in plastic and displayed on cold, lifeless shelves, in aisles that are equally depressing. It is time to begin a new shopping revolution!

Farmers' markets are a brilliant attempt to revive the old way of shopping for food. Communities everywhere are waking up to the importance of locally grown fruits and vegetables. Farmers who participate in these local markets care about their produce. Most of them are organic farmers, so their products are free of harmful pesticides and chemicals. Another advantage of farmers' markets is their location—mostly outdoors. The experience of picking and choosing your food under the warmth of the sun, while breathing in fresh air, is a joyful one. Compared to the cold and stale air inside a supermarket, this is quite refreshing. Also, at a farmers' market consumers often get to taste their food before buying it. So, if you don't like the taste of the apple, you don't have to buy it!

Farmers' markets do have at least one disadvantage in that the produce can be seasonal. This means that certain fruits, vegetables, and grains are only available at certain times of the year. While consumers may not get peaches in January at the farmers' market in their area, they must realize that it's only because the farmers want to sell their freshest and tastiest produce. Supermarkets may sell all kinds of fruits and vegetables through the year, but this food will definitely not be as fresh!

In the end, farmers' markets benefit society as well as the planet. Through such markets, communities strengthen their ties with farmers, who return that love and respect through the food.

Question 7 .

from "The Myth of Demeter"

"I suffer!" cried Demeter. "I suffer! Here—" She struck herself on the chest. "Here—in my mother's heart. And if I suffer, then everyone else shall suffer, too. For the months that you spend with that scoundrel, no grass will grow, no flowers blow, no trees will bear. So long as you are below, there will be desolation everywhere."

Which words contribute to the anguished mood of this passage?

- ☐ A. "spend" and "bear"
- ☐ B. "suffer" and "desolation"
- ☐ C. "heart" and "chest"
- ☐ D. "scoundrel" and "months"

Question 8 .

from "The Fall of the House of Usher"
by Edgar Allan Poe

During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country, and at length found myself, as the shades of the evening drew on, within view of the melancholy House of Usher.

What mood is established in this paragraph?

- ☐ A. foreboding
- ☐ B. eagerness
- ☐ C. sympathetic
- ☐ D. calm

Question 9 .

Possessions
by A. Gautam

I want to pack up
the folds of your skin
when you smile,
and the magic in your eyes
when you are my sunflower at dusk.
I am your shooting star.
I want to wrap it all
with a red ribbon
in a blue box—
everything erasable or debatable—
the little things I lose
when I pack up and move.

What is the tone of the poem?

- ☐ A. comical
- ☐ B. sympathetic
- ☐ C. neutral
- ☐ D. nostalgic

Question 10

On the day I was born, the Dallas Cowboys won the Super Bowl, at least that is what my parents told me. Once, while I was researching my thesis, I pulled up old issues of the *Dallas Morning News* on microfilm. None of the papers from the week I was born had any articles about the Cowboys playing in the Super Bowl, much less winning. I never mentioned it to my parents. It would break their hearts.

My parents also believe that they took me to my first concert when I was seven years old. It was a Rolling Stones concert. They believe that the event was responsible for my love of The Rolling Stones and my musical talent. Though I do love The Stones and consider myself to be a talented musician, neither has anything to do with that concert, which never happened. The Stones toured when I was four, they toured when I was eleven, but they never toured when I was seven.

These are two examples of cherished memories which never happened with me. The rightful owners of these memories are my brother and my parents. These memories are some of my parents' favorites, so I let them enjoy them. It doesn't really matter to me because I like to hear the stories and have my own favorite memories.

My parents took me to meet pro skater, Jeff Phillips. They always fostered my musical talent, supported my love of skateboarding, and attended my high school and college graduations. Those are the memories I will cherish always.

Which word **best** describes the tone of paragraph 3 in the passage?

- ☐ A. worried
- ☐ B. indifferent
- ☐ C. regretful
- ☐ D. cheerful

Answers

1. D
2. B
3. --
4. C
5. B
6. --
7. B
8. A
9. D
10. B

Explanations

1. This excerpt establishes a mood appropriate for a fairy tale or legend. Specifically, it is the magical, whimsical element to the opening that sets the stage for the rest of the story.
2. In the last stanza, the poem describes the feelings of Mother Spring. She is happy that the crocus was the first to come out in the season of spring. She appreciates the crocus's timely work. Therefore, the correct answer is "appreciative."
3. An "encouraging" tone is found in the statement "Thankfully, Jasmine came to the gathering and quickly took charge."
A "depressing" tone is found in the statement "leftovers from the previous generation of children who once lived in the neighborhood."
An "enthusiastic" tone is found in the statement "So when Jamal told Niall his idea, Niall was on board."
4. A speaker standing before a large, formal gathering would refer to the audience as "Ladies, gentlemen, and distinguished guests."
5. The speaker in this poem is preparing for the arrival of "He." Words like "reborn" and "rejoice" help portray the hopeful tone the author is creating.
6. In the passage, the author highlights the advantages of shopping at farmers' markets and tries to persuade readers to shop at the farmers' market, instead of at supermarkets. The sentences "It is time to begin a new shopping revolution!" and "While consumers may not get peaches in January at the farmers' market in their area, they must realize that it's only because the farmers want to sell their freshest and tastiest produce" best highlight a persuasive tone because the author is trying to convince the reader to accept his or her argument.
7. *Anguish* means great suffering from worry, grief, or pain. The author uses the words "suffer" and "desolation" to contribute to the atmosphere of anguish that is being set by the character Demeter.
8. The dark sky, dreary country, and approaching evening hint at something bad or harmful.
9. The speaker lets the reader know about the little things he or she loses when he or she packs up and moves. The speaker does not want to lose the things that he or she cannot take along while moving.
10. The narrator describes that his memories are not his, but that it does not bother him. Therefore, the correct answer is "indifferent."

4/3/2020

Test: 12) Characterization | Quizlet

Quizlet

NAME _____

3 Written questions

1. telling the reader what the character is like

2. a character who changes throughout the story (e.g. Joby)

3. showing the character through:

- 1) character's actions
- 2) character's words
- 3) character's thoughts
- 4) character's appearance
- 5) other's reactions

3 Matching questions

1. _____ Major Character

A. a character who little is known about (e.g. Joby)

2. _____ Round Character

B. a character who is very important to the plot (e.g. Percy Jackson)

3. _____ Flat Character

C. a character who the reader knows a lot about (e.g. Sam)

2 True/False questions

1. a character who stays the same throughout the story (e.g. Sam) → Static Character

- ☐ True
- ☐ False

2. a character who has an insignificant part in the story (e.g. Percy's mom) → Major Character

- ☐ True
- ☐ False

Name:

Book Title:

Total Pages:

AR Points Possible:

AR Score:

Biweekly Book Report Template

A 70% or higher is required on your AR test, and the book must be worth at least 2 AR points. Once you have 50 AR points, you no longer have to do the reports. (200+ pages = 2 books, 300+ pages = 3 books, 400+ pages = 4 books) Graphic novels do NOT count.

5+ Sentence Summary/Promotional Paragraph (Don't give the ending away.):

5+ Sentence Analysis Paragraph (Use and underline 5 of the vocabulary words below.):

<ul style="list-style-type: none"> ▪ Protagonist ▪ Antagonist ▪ Setting ▪ Theme ▪ Point of View ▪ Conflict ▪ Plot ▪ Initiating Event ▪ Rising Action ▪ Climax ▪ Falling Action ▪ Resolution ▪ Author's Tone ▪ Author's Style 	<ul style="list-style-type: none"> ▪ Onomatopoeia ▪ Metaphor ▪ Simile ▪ Hyperbole ▪ Personification ▪ Allusion ▪ Symbol ▪ Alliteration ▪ Analogy ▪ Oxymoron ▪ Verbal Irony ▪ Situational Irony ▪ Dramatic Irony 	<ul style="list-style-type: none"> ▪ Individual vs. Self ▪ Individual vs. Individual ▪ Individual vs. Nature ▪ Individual vs. Society ▪ Individual vs. Supernatural ▪ Individual vs. Technology ▪ Internal Conflict ▪ External Conflict ▪ 1st Person POV ▪ 2nd Person POV ▪ 3rd Person POV limited ▪ 3rd Person POV omniscient 	<ul style="list-style-type: none"> ▪ Genre ▪ Horror ▪ Fable ▪ Tragedy ▪ Comedy ▪ Fantasy ▪ Suspense ▪ History ▪ Autobiography ▪ Biography ▪ Flashback ▪ Foreshadowing 	<ul style="list-style-type: none"> ▪ Round Character ▪ Flat Character ▪ Dynamic Character ▪ Static Character ▪ Major Character ▪ Minor Character ▪ Direct Characterization ▪ Indirect Characterization
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Plot and Conflict

Question 1.

A Canoe in the Storm

by T. McQuade

Marvin noticed the blackness in the sky spreading, and the winds began to rock the small canoe back and forth on the lake like a child's toy. Why did he have to take Buddy's bet on today of all days!

"Marvin!" His little brother cried from the front of the canoe. "The waves are too big; paddling isn't working!"

"Just hang on, Chris," commanded Marvin. "We can still make it back to the shore before the storm gets any worse!"

However, in the distance the shore was slowly disappearing behind a thick blanket of fog. Just as the trees began to camouflage themselves behind the gray streaks of mist, a large wave crashed into the side of the red canoe, knocking Chris onto his back in the middle of their small boat.

"Oh no!" Chris yelled. "I dropped my paddle in the water!"

Marvin searched frantically for the paddle. If they were going to get back to shore safely, they would need that other paddle. Marvin looked all around, but he couldn't see the paddle anywhere. Then, turning his head around, he saw the paddle gently floating across the waves about fifteen feet away.

When Chris spotted his paddle bobbing away from the canoe, his face reddened like a dark, angry storm.

"This is all your fault, Marvin!" His kid brother screeched. "You should never have made me come with you!" Chris plopped down into the canoe and burst into tears, his face in the palms of his hands.

As much as Marvin hated to admit it, Chris was right. A day that started as a fun afternoon excursion had turned into a test of survival. Marvin felt guilty about tricking his brother into joining him for a fun day on the lake. He had told his brother that it was just for fun, but really, Marvin had accepted Buddy's bet.

Buddy was Marvin's enemy at school, so when Buddy challenged Marvin that he couldn't paddle around the lake faster than Buddy and his brother had done, Marvin couldn't resist. Chris was older than Marvin's brother by a year, and Marvin had recently taken the canoe out with his dad, so he felt confident he could win the bet. If Marvin and Chris made it around the lake in less than two hours, Buddy had to buy Marvin two tickets to the baseball game next weekend. Now, it looked like Marvin would certainly have to buy the tickets for Buddy.

Why did I listen to Buddy? Marvin thought. *This is all my fault.*

Then, out of nowhere, Marvin spotted the shore. Marvin began to paddle as hard as he could—his paddle slicing through the waves that rocked against the wooden canoe. *I may have lost the bet to Buddy,* thought Marvin. *But I'm not giving up on getting us back to shore.*

As the rain began to whip down from the sky, Marvin nudged the canoe against the soft sand, and he and his brother Chris jumped onto shore.

Read the following sentence from the passage.

Just as the trees began to camouflage themselves behind the gray streaks of mist, a large wave crashed into the side of the red canoe, knocking Chris onto his back in the middle of their small boat.

The conflict shown in this sentence can best be described as

- ☐ A. person vs. society.
- ☐ B. person vs. person.
- ☐ C. person vs. nature.
- ☐ D. person vs. self.

Question 2 .

On the day I was born, the Dallas Cowboys won the Super Bowl, at least that is what my parents told me. Once, while I was researching my thesis, I pulled up old issues of the *Dallas Morning News* on microfilm. None of the papers from the week I was born had any articles about the Cowboys playing in the Super Bowl, much less winning. I never mentioned it to my parents. It would break their hearts.

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My parents took me to meet pro skater, Jeff Phillips. They always fostered my musical talent, supported my love of skateboarding, and attended my high school and college graduations. Those are the memories I will cherish always.

What caused the narrator to realize that the Dallas Cowboys did not win the Super Bowl on the day he was born?

- ☐ A. The narrator read old issues of the *Dallas Morning News*, which did not have an article about The Cowboys.
- ☐ B. The narrator met a former player for The Cowboys.
- ☐ C. The narrator read old issues of the *Dallas Morning News*, which had an article about the teams at the Super Bowl the year he was born.
- ☐ D. The narrator's brother told him The Cowboys did not win the Super Bowl.

Question 3



Matthew's Confidence
by Tirzah Tyler

Matthew sat inside his car in the parking lot of Arnold's Chicken Palace. He arrived early for his job interview, and he wanted to make sure his attitude was stellar before going inside the restaurant. Unfortunately, he felt petrified. "I can't do this," he told his mother over the phone.

"Yes, you can, Matty," his mother said.

Matthew's hand shook while he pressed his cell phone more tightly against his ear. "All my potential employers have rejected me," he said. "What if nobody hires me?"

"Matthew, you can't think small. Remember who you are, remember your abilities, think about what you want, and then go after it. Shout at it if you have to."

"Shout at my potential job?"

"Sure, why not?" his mother replied. "I believe in you, and you can believe in yourself too."

After Matthew ended his phone call with his mother, he spent a few moments calming himself down. *Come on, Matt, you can do this*, he thought to himself. *You'll be the best manager Arnold's Chicken Palace ever had*. While taking deep breaths, he clenched his fists and felt strength surge through his muscular arms.

He closed his eyes and thought about all the other jobs he had interviewed for but did not get. He thought about his bills piling up. He knew this interview would be a very important one. Then he shouted as loudly as he could, "This job is mine!"

Matthew opened his eyes and saw a woman and a little girl walking past his car. They both scurried away quickly.

Embarrassed, Matthew waved at them and cleared his throat.

The day after his interview, Matthew received a phone call from the owner of Arnold's Chicken Palace. "I am very pleased to offer you the position of manager at my restaurant," the owner said. "You were a very impressive candidate for the job," he added. "How did you become such a confident person?"

Matthew clenched his fist and tried to not shout with excitement. With a smile, he replied, "I guess I just believe in myself."

What is Matthew's conflict at the beginning of the story?

- A. He sees his competition and gets scared.
- B. He believes he lacks solid qualifications.
- C. He thinks his mom is being unrealistic.
- D. He feels nervous about a job interview.

Question 4 .

Directions: Select the correct text in the passage.

Which sentence **best** shows that Aisha is struggling to cope with a problem?

Before the Farewell

by A. Gautam

Aisha had lingered in front of the mirror for far too long. Her eyes were fixed on a yellow sticker at the top right corner of the mirror. In soft black letters, it read, "Best Friends Forever."

Behind her, four girls were fighting to catch a glimpse of themselves. They were pushing each other away from the narrow space in front of the dressing table. Giggling out of innocent happiness, Simmie, Raima, Dimple, and Tina were trying their best to prevent any wardrobe mishaps. In the tiny room overflowing with piles of mismatched junk, it was a miracle the girls could fit in there at all. Aisha, lost in her thoughts, remained oblivious to their squabbling.

"Aishaaaaaaa! Where are the car keys?" asked Simmie, the tallest of the girls. She was dressed in a plain skirt suit. Simmie wanted to be a lawyer one day and always looked like it.

"I do not want to go looking like *that*," Aisha replied absent-mindedly. She was now staring at the ceiling.

"Hello, dreamer! Keys?" Raima gave up on fixing an unruly curl and waved a hand in front of Aisha's face. Raima was the journalist. She had picked a light khaki dress to reflect her mild temperament. "It's time to go. What are you thinking of?"

"Come on. Look at me!" Aisha said, dropping despairingly into a chair. "Why do I look like a scarecrow draped in a big saffron ribbon?" Aisha was often unfairly hard on herself. Finding fault with herself was a way of avoiding the difficulty of the situation.

"Hush. You look gorgeous!" Dimple shouted back without a glance at Aisha. She began searching for the car keys, overturning everything that was visible and within her reach. Dimple always wanted to make things happen. Someday, she was going to be a scientist.

Aisha reached for a tissue on the dressing table and spoke as if talking in a dream, "What is the point of a farewell party anyway?"

Tina, who was standing near the window, looked searchingly into Aisha's eyes. "What's really on your mind?" she asked. Tina's floral dress was floating in the air. Like Aisha, she did not know what she wanted to do in life.

"I do not want to go." Aisha finally looked at the concerned faces of her friends. Her sighs and soft hiccups interrupted her words. "I don't want a farewell from you guys. We are all going to go our separate ways. You know, after today,—"

"We will not be the same." As always, Simmie completed Aisha's thoughts. "But you know, we'll always be best friends forever."

Question 5.

adapted from **The Blacksmith's Boy**

by William O. Stoddard

"I'm going to the city!"

Jack Ogden, a tough, wiry-looking boy, stood in the wide door of his father's blacksmith-shop.

"Come and blow, Jack," said his father, and the boy in the door turned promptly to take the handle of the bellows.

As the great leathern lungs wheezed and sighed, Jack himself began to puff.

"I've got to have a bigger man than you are, for a blower and striker," said the smith. "He's coming Monday morning. It's time you were doing something, Jack."

"Why, father," said Jack, "I've been doing something ever since I was twelve. Learned the trade, too."

"You can make a nail, but you can't make a shoe. I have a lot of work to do and times are tough for us. It is Saturday, and you can go fishing, after dinner, if you'd like to. There's nothin' to ketch 'round here, either. Worst times there ever were in Crofield," his father stated.

"I could catch something in the city. I know I could," he said, to himself. "How on earth shall I get there?"

He turned and walked on up toward Main Street, where he encountered Mary Ogden and Miss Glidden conversing. Suddenly, Mary Ogden saw something up the street.

"Oh my! What is it? Dear me! It's coming! Run! We'll all be killed! A runaway team of horses, nobody's in the wagon," Mary screamed.

The horses in the road were large—almost too large to run well, but thundering along in a way that was really fine to behold; heads down, necks arched, nostrils wide, reins flying, the wagon behind them banging and swerving. No man on earth could have stopped those horses by standing in front of them. Their heavy, furious gallop was fast, too, and the boy who was now following them, must have been as light of foot as a young deer.

"Hurrah! Hurrah! Go at it, Jack! Catch 'em! Bully for you!" arose from a score of people along the sidewalk, as he bounded forward.

Fierce was the strain upon the young runner, for a moment, and then his hands were on the back-board of the bouncing wagon. A tug, a spring, a swerve of the wagon, and Jack Ogden was in it, and in a second more the loosely flying reins were in his hands.

It is something, even to a greatly frightened horse, to feel a hand on the rein. The team intended to turn out of Main Street, at the corner, and they made the turn, but they did not crash the wagon to pieces against the corner post, because of the desperate guiding that was done by Jack.

Down the slope toward the bridge thundered the galloping team, and the blacksmith ran out of his shop to see it pass. It required all Jack's strength on one rein to make his runaways take the direction of the Cocahutchie River. Not many rods below the bridge stood a clump of half a dozen gigantic trees, and it looked, for some seconds, as if the plunging beasts were about to wind up their maddened dash by a wreck among the gnarled trunks and projecting roots, but Jack held hard and said nothing.

Splash, crash, rattle! Spattering and plunging, but cooling fast, the gray team galloped and eventually stopped in the shallow bed of the Cocahutchie.

There he stood, and other men were coming on the run, including the local miller who owned the horses and the tall blacksmith, whose eyes were flashing with pride over the daring feat his son had performed.

"I owe ye fifty dollars for a-savin' them and the wagin'," said the miller. "It's wuth it, and I'll pay it; but I've got to owe it to ye, jest now. Times are awful hard in Crofield. I can't imagine if I'd ha' lost them hosses and that wagin."

There was a running fire of praise and of questions poured at Jack, by the gathering knot of people on the shore.

Character(s) - WHO?	Setting(s) - WHERE?	Plot - WHAT?	Plot - WHY?
Jack	on the road	receives a sum of money	

What belongs in the empty space?

- ☐ A. Mrs Glidden is very appreciative of Jack.
- ☐ B. Jack saves the miller's horses.
- ☐ C. Mary Ogden is very proud of Jack's bravery.
- ☐ D. Jack helps the blacksmith in his shop.

Question 6 .

The group of boys stood outside the store in the dark alley.
"I hope Devan comes soon," the tallest boy said.
"I hope so too," another replied. "It's freezing out here."
Suddenly a figure came around the corner.
"Devan, I'm glad you showed up. I knew you wouldn't let your friends down."
"Hey guys. I just came to tell you in person that I am not going to go through with the plan," Devan said. "It just doesn't feel right."
"But, everyone else is doing it," the tall boy said. "If you were really our friend, you would do it, too."
"If you were really my friends, you wouldn't pressure me into doing something I don't want to do," Devan replied.
"I think Devan is just a chicken," one of the boys said.
"He sure is," the tall one said, beginning to flap his arms like wings. The other boys began making clucking sounds.
Devan just shook his head, not taking the bait. "I'd better be getting home before my mom notices I'm gone. Good luck."
"Good riddance!" the tall boy said back. "Let's go guys."

Which of the following best describes the conflict in this story?

- ☐ A. Devan is in conflict with his Mom.
- ☐ B. Devan is in conflict with his friends.
- ☐ C. Devan is in conflict with himself.
- ☐ D. Devan is in conflict with nature.

Question 7 .

On the day I was born, the Dallas Cowboys won the Super Bowl, at least that is what my parents told me. Once, while I was researching my thesis, I pulled up old issues of the *Dallas Morning News* on microfilm. None of the papers from the week I was born had any articles about the Cowboys playing in the Super Bowl, much less winning. I never mentioned it to my parents. It would break their hearts.

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My parents took me to meet pro skater, Jeff Phillips. They always fostered my musical talent, supported my love of skateboarding, and attended my high school and college graduations. Those are the memories I will cherish always.

Which statement **best** describes the external conflict that the narrator has in the passage?

- ☐ A. The narrator remembers his parents taking him to meet pro skater Jeff Phillips when he was a child.
- ☐ B. The narrator realizes that the stories his parents had told him about his childhood were not true.
- ☐ C. The narrator realizes how much his parents love him when he recalls his childhood.
- ☐ D. The narrator expresses his love for The Rolling Stones and its influence upon him when he was a child.

Question 8 .

Elvis Died at the Florida Barber College

At ten years old, I couldn't figure out what Elvis Presley had that the rest of us boys did not. He had a head, two arms, and two legs, just like the rest of us. I asked one of the older boys why this Elvis guy was so special. He told me that it was Elvis' wavy hair and the way he could dance.

That day, all the boys in the orphanage were going to downtown Jacksonville, Florida, to get a new pair of shoes and a haircut. That is when I got this big idea. If the Elvis haircut was the big secret, then that's what I was going to get.

All the way to town, I talked about the Elvis haircut that I was going to get. I told everybody that I was going to look just like Elvis Presley. I would learn to dance like him and become rich and famous, too.

I was smiling from ear to ear when I got my new shoes. They were shiny, and I couldn't wait to practice being like Elvis in them. I couldn't wait for my new haircut.

When we arrived at the barbershop, I ran up to one of the barber chairs and climbed up onto the board that made me sit up higher. I looked at my barber and said, "I want an Elvis haircut. Can you make my hair like Elvis?" I asked him.

"Let's just see what we can do for you, little man," he said. I was so happy when he started to cut my hair. Just as he started, the matron of my orphanage motioned for him to come over to where she was standing. She whispered something into his ear, and then he shook his head, like he was telling her, "No." She walked over to another man sitting in an office and spoke to him. The man walked over and said something to the man who was cutting my hair. The next thing I knew, the man who was cutting my hair told me that they were not allowed to give us Elvis haircuts. I saw him put this comb thing onto the end of the clippers, and then I saw all my hair falling onto the floor.

adapted from "Elvis Died at the Florida Barber College" by Roger Dean Kiser

Which of the following describes the **main plot** of the story?

- A. A matron of an orphanage talks to the owner of a barbershop.
- B. A young orphan goes downtown to buy a new pair of shoes.
- C. A young orphan tries to get an Elvis haircut to be like Elvis.
- D. A barber gets into an argument with an orphanage's matron.

Question 9.

First Impressions

As the moving truck pulled away from her new house, Cris commenced unpacking her things and breaking in her new accommodations, all the while contemplating her first day of school, which began tomorrow. Before moving, her dad had explained how crucial a good first impression could be and offered a recommendation. She had no idea if his absurd advice would work, but she was willing to give it a chance.

The next morning, as Cris gathered her things to make it to the bus stop on time, she took one last glance at her reflection in the mirror. "Here goes nothing," she murmured before yelling goodbye to her parents as she raced out the front door.

Cris arrived first at the bus stop, and while she frantically paced back and forth, she noticed another girl struggling to carry multiple bags. Cris decided on the spot to embrace her dad's advice and rushed over to the girl. "Let me help you with those!" she squelched in an outlandish cartoon voice, hoping to break the ice. "I'm Cris."

"Huh . . . oh, thanks! I'm Aishah," she said with a stuttering giggle.

"Why do you have so many bags?"

"These are decorations for the upcoming school dance. Say, would you mind helping me get them set up?" Aishah asked suddenly.

"Uh, sure!" exclaimed Cris at the unexpected offer.

Cris was working through a set of problems during her midday Geometry class, when she noticed the boy next to her struggling on a practice problem that she, too, worked hard to solve. She could see his frustration beginning to bubble to the surface, so she took a deep breath, thought of the funniest character she could and asked, "Help with your problem, do you need?"

"What? Oh, yes," the boy chuckled. "I'm usually quick with probability, but I don't understand geometry equations quite so easily."

"Yeah, it gave me trouble too. Let me show you how I derived the answer." Cris began as she demonstrated the solution and explained it, this time without the absurd voice.

"Thanks for the help. I'm Jackson, by the way."

"Cris, nice to meet you."

When Cris arrived home, she began thinking of all the new voices she could use to win over new friends. She began practicing a new one when her dad walked in and asked, "So, how was your day?"

"Great! I'm helping Aishah with the school dance decorations, and I met Jackson by aiding him with a geometry equation. And they seemed to really like my first impressions! I just hope they like my second ones, as well."

Character - WHO?	Conflict - WHAT?	Resolution - WHAT?	Setting - WHEN? WHERE?
Cris		helps out a girl with her bags	at the bus stop

What belongs in the empty space?

- ☐ A. wants to make a good first impression
- ☐ B. wants to prove that her father was wrong
- ☐ C. wants to help students with their homework
- ☐ D. wants to be the best student of the school

Question 10 .

adapted from The Blacksmith's Boy
by William O. Stoddard

"I'm going to the city!"

Jack Ogden, a tough, wiry-looking boy, stood in the wide door of his father's blacksmith-shop.

"Come and blow, Jack," said his father, and the boy in the door turned promptly to take the handle of the bellows.

As the great leathern lungs wheezed and sighed, Jack himself began to puff.

"I've got to have a bigger man than you are, for a blower and striker," said the smith. "He's coming Monday morning. It's time you were doing something, Jack."

"Why, father," said Jack, "I've been doing something ever since I was twelve. Learned the trade, too."

"You can make a nail, but you can't make a shoe. I have a lot of work to do and times are tough for us. It is Saturday, and you can go fishing, after dinner, if you'd like to. There's nothin' to ketch 'round here, either. Worst times there ever were in Crofield," his father stated.

"I could catch something in the city. I know I could," he said, to himself. "How on earth shall I get there?"

He turned and walked on up toward Main Street, where he encountered Mary Ogden and Miss Glidden conversing. Suddenly, Mary Ogden saw something up the street.

"Oh my! What is it? Dear me! It's coming! Run! We'll all be killed! A runaway team of horses, nobody's in the wagon," Mary screamed.

The horses in the road were large—almost too large to run well, but thundering along in a way that was really fine to behold; heads down, necks arched, nostrils wide, reins flying, the wagon behind them banging and swerving. No man on earth could have stopped those horses by standing in front of them. Their heavy, furious gallop was fast, too, and the boy who was now following them, must have been as light of foot as a young deer.

"Hurrah! Hurrah! Go at it, Jack! Catch 'em! Bully for you!" arose from a score of people along the sidewalk, as he bounded forward.

Fierce was the strain upon the young runner, for a moment, and then his hands were on the back-board of the bouncing wagon. A tug, a spring, a swerve of the wagon, and Jack Ogden was in it, and in a second more the loosely flying reins were in his hands.

It is something, even to a greatly frightened horse, to feel a hand on the rein. The team intended to turn out of Main Street, at the corner, and they made the turn, but they did not crash the wagon to pieces against the corner post, because of the desperate guiding that was done by Jack.

Down the slope toward the bridge thundered the galloping team, and the blacksmith ran out of his shop to see it pass. It required all Jack's strength on one rein to make his runaways take the direction of the Cocahutchie River. Not many rods below the bridge stood a clump of half a dozen gigantic trees, and it looked, for some seconds, as if the plunging beasts were about to wind up their maddened dash by a wreck among the gnarled trunks and projecting roots, but Jack held hard and said nothing.

Splash, crash, rattle! Spattering and plunging, but cooling fast, the gray team galloped and eventually stopped in the shallow bed of the Cocahutchie.

There he stood, and other men were coming on the run, including the local miller who owned the horses and the tall blacksmith, whose eyes were flashing with pride over the daring feat his son had performed.

"I owe ye fifty dollars for a-savin' them and the wagin," said the miller. "It's wuth it, and I'll pay it; but I've got to owe it to ye, jest now. Times are awful hard in Crofield. I can't imagine if I'd ha' lost them hosses and that wagin."

There was a running fire of praise and of questions poured at Jack, by the gathering knot of people on the shore.

Character(s) - WHO?	Plot - WHAT?	Setting(s) - WHERE?	Plot - WHY?
The blacksmith	has to hire an extra helper	the blacksmith shop	

What belongs in the empty space?

- Ⓐ He wants Jack to have more fun.
- Ⓑ He cannot rely on Jack for big tasks.
- Ⓒ He wants Jack to help people in the city.
- Ⓓ He feels Jack is too smart to work in his shop.

Answers

1. C
2. A
3. D
4. --
5. B
6. B
7. B
8. C
9. A
10. B

Explanations

1. Because Marvin and Chris are fighting against the waves, the storm, and their surroundings, this sentence is best an example of a person vs. nature conflict.
2. In paragraph 1, the narrator states that he came across some old issues of the *Dallas Morning News* while doing research for his thesis. The *Dallas Morning News* contained no information about the Cowboys winning the Super Bowl. Therefore, the correct answer is "The narrator read old issues of the *Dallas Morning News*, which did not have an article about The Cowboys."
3. At the beginning of the story, Matthew is sitting in his car outside a restaurant. While he talks to his mom, it is clear that "He feels nervous about a job interview," which creates the conflict in the story. He has been on several interviews, but he has not been offered a job yet.
4. The conflict begins to develop early in the story. Aisha seems distracted and "oblivious" because she hardly notices her friends, who, unlike her, are happily preparing themselves for a party. Midway through the story, Aisha's problem is revealed. After Aisha drops "despairingly" into a chair and complains about her looks, the narrator reveals that she is "avoiding the difficulty of the situation." At this point, the reason for her behavior starts to become clear. The reader soon learns that the girls are going to a farewell party and that Aisha is sad because she and her friends will soon be parting.
5. Jack manages to stop the horses from being hurtled into the river at the right moment. He is praised by the crowd of people who watch him. The horses belonged to the local miller, who is pleased that his horses are safe and so, Jack receives a sum of money from the miller as a reward for his brave deed.
6. In this story, Devan is in conflict with his friends because he doesn't want to follow their plan. A **person versus society** conflict occurs when a character in a story is in conflict with a large group of people.
7. An external conflict occurs when a character experiences an issue with another character or situation in the story. In the passage, the narrator describes how he came to know the truth behind the stories that his parents used to tell him. This realization makes the narrator think of reasons why his parents lied to him. Therefore, the correct answer is "The narrator realizes that the stories that his parents had told him about his childhood were not true."
8. The main plot involves a ten-year-old boy trying to get an Elvis haircut so that he can be special like Elvis. The other answer choices describe minor incidents that occur within the story, not major events of the story that the whole story is about.
9. In the passage, Cris helps out the girl at the bus stop. When Aishah struggles to carry the bags, Cris helps her to resolve her conflict. She wants to make a good impression at her new school.
10. When Jack goes to town, he meets Mary Ogden. While Jack is with Mary, she sees a runaway carriage with a group of unattended horses, galloping across the road. Mary Ogden screams with fear because she thinks that the horses could harm someone.

Casey At The Bat

The outlook wasn't brilliant for the Mudville nine that day;¹
The score stood four to two with but one inning left to play;
And then, when Cooney died at first, and Barrows did the same,
A sickly silence fell upon the patrons of the game.

A straggling few got up to go, in deep despair. The rest
Clung to that hope which "springs eternal in the human breast;"
They thought, If only Casey could but get a whack at that,
We'd put up even money now, with Casey at the bat.

But Flynn procède Casey, as did also Jimmy Blake,
And the former was a no-good and the latter was a fake;
So, upon that stricken multitude grim meloncholy sat,
For there seemed but little chance of Casey's getting to the bat.

But Flynn let drive a single, to the wonderment of all,
And Blake, the much despised, tore the cover off the ball,
And when the dust had lifted and men saw what had occurred,
There was Jimmy safe at second, and Flynn a-huggin' third.

Then from five thousand throats and more threr rose a lusty yell,
It rumbled through the valley, it rattled in the dell,
It knocked upon the mountain and recoiled upon the flat,
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;
There was pride in Casey's bearing and a smile on Casey's face,
And when, responding to the cheers, he lightly doffed his hat,
No stranger in the croud could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt;
Five thousand toungees applauded as he wiped them on his shirt.

Then, while the writhing pitcher ground the ball into his hip,
Defiance gleamed in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there,
Close by the sturdy batsman the ball unheeded sped --
"That ain't my style," said Casey. "Strike one," the umpire said.

From the benches, black with people, there went up a muffled roar,
Like the beating of the storm waves on a stern and distant shore.
"Kill him; kill the umpire!" shouted someone from the stand;--
And it's likely they'd have killed him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage shone;
He stilled the rising tumult; he bade the game go on;
He signaled to the pitcher, and once more the spheroid flew;
But Casey still ignored it, and the umpire said, "Strike two."

"Fraud," cried the maddened thousands, and the echo answered "Fraud,"
But one scornful look from Casey, and the multitude was awed.
They saw his face grow stern and cold; they saw his muscles strain,
And they knew that Casey wouldn't let that ball go by again.

The sneer is gone from Casey's lip; his teeth are clenched in hate;
He pounds with cruel violence his bat upon the plate.
And now the pitcher holds the ball, and now he lets it go,
And now the air is shattered by the force of Casey's blow.

Oh! somewhere in this favored land the sun is shining bright;
The band is playing somewhere, and somewhere hearts are light.
And somewhere men are laughing, and somewhere children shout;
But there is no joy in Mudville -- mighty Casey has Struck Out.

Point of View in Literature

Question 1 .

Rascally Ralphie
by Marcie Roper

"Good morning!" I yawned as I floated into the room. My big sister Rita gave me an annoyed look before turning her back and continuing to cook.

"It's almost lunch, and you are just now getting up." She sighed and brought me a cup of milk. "Our brother Rick had already finished his homework before breakfast, and you are five years older. You're fifteen now, Ralphie; even little children put more effort into their daily romping than you put into waking up at a decent hour."

"Oh, chill out, Rita. I'm not going to have to worry about grades with the football scholarship that's bound to come my way." I held back a smirk as I watched her go back to cooking lunch. She was Valedictorian of her class, but it did not come easy to her like sports did for me. She often spent the entire weekend studying for a test or working on only a handful of math problems, even though all of her friends were out at the mall. Kicking my feet up on the table, I stretched and enjoyed the sunlight streaming in the windows.

"You won't get a scholarship if you can't graduate," Rita grumbled as she kicked my feet off the table. Her cheeks were red with anger, and her eyes glared a hole into my skull. It was quite an amusing picture, and I found myself wanting to put my feet back on the table to see what she would do next. Instead, I stroked my chin and let my eyes drop to one of the many newspaper clips Dad carefully cut out that littered the fridge with my football team's victories. This one was of last year's state championship game that had overlapped with one of her debate team competitions. Our parents always tried to split their time evenly between our activities, but since this was a huge game and her debate was only a practice competition, our parents chose to go to my game. When I looked back to Rita, I saw her gaze had followed mine and her nostrils were now flared.

"A bunch of jocks running around with a ball is not newsworthy!" She fumed as suddenly the door swung open, and our dad sauntered in to the kitchen. He froze when he caught the wild expression on Rita's face. She too was in shock, her face flushed, and her eyes focused timidly on the floor. He looked at my hair still a mess from sleep and then to Rita's angry but hesitant expression, realizing that yet again, his children were arguing. Rita always spoke of how brain trumped brawn, but our dad supported us on a coach's salary.

"That was a great debate yesterday, Rita. I have very talented kids," Dad smiled politely. He greeted her with a sweet kiss on the cheek and then sat down with me to discuss weight training. As he mapped out a plan to help me bulk up, I laughed to myself, wondering what I could say during lunch to get another rise out of Rita.

Directions: Select all the correct answers.

In what two ways would the story most likely differ if it were told from Rita's point of view?

- ☐ The narrator would be sympathetic toward Ralphie as the middle sibling.
- ☐ The reader would have a better understanding of Rita's resentment of Ralphie.
- ☐ The reader would be more aware of the father's relationship within the family.
- ☐ The narrator would reveal clues from the past to explain her behavior.
- ☐ The reader would learn more about Rita and Ralphie's younger brother.

Question 2.

From time to time some stranger will ask me how I can bear to live in New York City. Sometimes it happens when I am on vacation, passing the time in a buffet line filled with the sunburned and the semi-lost. Sometimes it comes up at a professional conference, drinking coffee in the corner of a hotel meeting room with a clutch of social workers. My aunt's friends will ask, although they live only a half hour north, up the Saw Mill Parkway, but in a state of isolation that might as well be Maine.

Even in New York itself I will sometimes hear the question, from the men on the Coney Island boardwalk.

"And you live there why, sweetheart?" one of them once asked me with an openmouthed squint, his neck thrust forward from the V of a ratty cardigan so that he looked like a tortoise with a wool-argyle shell.

Sometimes, if I'm tired, I just shrug and say I like it here. Sometimes, if I'm in a foul mood or have had a bad day, which often amounts to the same thing, I will say I live in New York because it is the center of the universe.

Most of the time I say my sister lives here and I want to be near her, and her husband, who is like a brother to me, and her son, whom I covertly think of as at least partly my own. The old men like that answer. They make a humming sound of approval and nod their hairless heads. A good girl. A family person. They peer up at Irving. The next question will be about marriage. We flee to Nathan's for a hot dog.

I do like it here. It is the center of the universe.
adapted from Rise and Shine by Anna Quindlen

Which point of view does the author use in this story?

- ☐ A. First person, limited to Irving
- ☐ B. First person, the narrator
- ☐ C. Third person omniscient
- ☐ D. Third person, limited to the narrator's sister

Question 3

Small Beginning.

by George S. Burleigh

WHEN the first little crocus peeped out of the ground,
And slyly looked round,
Not a flower was awake, not a bit of new green
Was anywhere seen;
And it seemed, with a shiver the little one said,
"Oh, I am afraid,
The trees are so naked, the earth is so black!
Please let me go back!
You have called me too early, my dear Mother Spring,
I am such a wee thing!"

Then a bluebird whistled, "Oh, not my dear,
It is good you are here;
For now we are sure that spring is near."
Then a sober old robin came bustling by
With the sleep in his eye;
"Ah, me! how stupid I was to wait;
And now I am late!
The bluebird has piped, and the crocus has come;
And you know by the hum
The hot little bee is beating his drum."

Then sweet Mother Spring, with a sunshine kiss,
Said something like this:
"Thanks, brave little crocus, so slender and small,
For heeding my call
While orchards were leafless, and snow-drifts staid
In the all-day shade:
You are telling us sweetly that soonest begun
The soonest is done;
That little by little makes up the great,
And early obeying is better than late."

How does the perspective help the reader better understand the poem?

- ☐ A. It illustrates the fact that nature always follows a set course, through the voice of Mother Spring in the poem.
- ☐ B. It explains the idea that time and seasons never wait for anyone, through the voice of the bluebird in the poem.
- ☐ C. It highlights the idea that it is best to complete work as soon as possible, through different characters in the poem.
- ☐ D. It describes the idea that winter is the bleakest time of the year, through different characters in the poem.

Question 4 .

Every day my dad is mad for the first fifteen or twenty minutes after he arrives home from work. I have no idea what his problem is, and he refuses to tell me. Every time I try to ask him what is up with his behavior, he gets mad at me and starts slamming doors for no apparent reason.

Which point of view does the author use in this story?

- ☐ A. third person limited
- ☐ B. second person
- ☐ C. third person
- ☐ D. first person

Question 5 .

In what mode of writing is the narrator not a participant in the story but is able to see into and have unlimited knowledge about any or all of the characters?

- ☐ A. third person omniscient
- ☐ B. first person omniscient
- ☐ C. third person limited
- ☐ D. first person limited

Question 6 .

The Toys
by Coventry Patmore

My little Son, who look'd from thoughtful eyes
And moved and spoke in quiet grown-up wise,
Having my law the seventh time disobey'd,
I struck him, and dismiss'd
With hard words and unkiss'd,
—His Mother, who was patient, being dead.
Then, fearing lest his grief should hinder sleep,
I visited his bed,
But found him slumbering deep,
With darken'd eyelids, and their lashes yet
From his late sobbing wet.
And I, with moan,
Kissing away his tears, left others of my own;
For, on a table drawn beside his head,
He had put, within his reach,
A box of counters and a red-vein'd stone,
A piece of glass abraded by the beach,
And six or seven shells,
A bottle with bluebells,
And two French copper coins, ranged there with careful art,
To comfort his sad heart.
So when that night I pray'd
To God, I wept, and said:
Ah, when at last we lie with trancèd breath,
Not vexing Thee in death,
And Thou rememberest of what toys
We made our joys,
How weakly understood
Thy great commanded good,
Then, fatherly not less
Than I whom Thou hast moulded from the clay,
Thou'lt leave Thy wrath, and say,
'I will be sorry for their childishness.'

From what perspective the poem written?

- ☐ A. the mother
- ☐ B. the toy
- ☐ C. the father
- ☐ D. the boy

Question 7 .

You've heard it over and over again: "Just look at those hands! Wash them!" Sure, you get tired of hearing it, and you probably get tired of washing up so often. But if you knew exactly why it's so important, hand washing would be "number one" on your list of things to do.

You say you washed your hands this morning after you woke up? That's good, but now it's lunchtime. You mean you haven't washed your hands again? Once a day just isn't good enough—not if you want to keep harmful bacteria and other germs away!

by Paula Klevan Zeller

How can you tell that this selection is written in the second person point of view?

- ☐ A. The writer is speaking about someone who is not present.
- ☐ B. The writer is telling her own story.
- ☐ C. The writer uses the word "you" many times
- ☐ D. The writer is talking about a thing instead of a person.

Question 8 .

To track down tornadoes, we have to travel widely during periods of severe storm weather patterns. This often means driving hundreds of miles a day, for many days in a row. Still, we generally intercept only one tornado for every 10 outings because tornadoes are truly rare events.

We know we have the passion for this work because we are able to endure day after day of fruitless chases and still wake the next morning with enthusiasm to continue the mission. So far, 2001 has been one of the fruitless years. During the first half of the 2001 season, we made three road trips, logging more than 2,000 miles. All we have to show for our efforts, however, are two minor sets of tornado data, much frustration, and some interesting stories.

In what point of view is this selection written?

- ☐ A. second person
- ☐ B. first person
- ☐ C. It shifts from first person to third person.
- ☐ D. It shifts from third person to second person.

Question 9.

Directions: Select the correct text in the passage.

Which sentence shows how the narrative point of view builds suspense?

adapted from **The Sea Wolf**
by Jack London

The voice of my companion brought me back to myself.... "Hello! somebody comin' our way," he was saying. "And d'ye hear that? He's comin' fast. Walking right along. Guess he don't hear us yet. Wind's in wrong direction."

The fresh breeze was blowing right down upon us, and I could hear the whistle plainly, off to one side and a little ahead.

"Ferry-boat?" I asked.

He nodded, then added, "Or he wouldn't be keepin' up such a clip." He gave a short chuckle. "They're gettin' anxious up there."

I glanced up... Then everything happened, and with inconceivable rapidity. The fog seemed to break away as though split by a wedge, and the bow of a steamboat emerged, trailing fog-wreaths on either side like seaweed on the snout of Leviathan....

"Grab hold of something and hang on," the red-faced man said to me. All his bluster had gone, and he seemed to have caught the contagion of preternatural calm. "And listen to the women scream," he said grimly—almost bitterly, I thought, as though he had been through the experience before.

The vessels came together before I could follow his advice. We must have been struck squarely amidships, for I saw nothing, the strange steamboat having passed beyond my line of vision. The *Martinez* heeled over, sharply, and there was a crashing and rending of timber. I was thrown flat on the wet deck. What happened in the next few minutes I do not recollect, though I have a clear remembrance of pulling down life-preservers from the overhead racks, while the red-faced man fastened them about the bodies of an hysterical group of women. A tangled mass of women, with drawn, white faces and open mouths, is shrieking like a chorus of lost souls; and the red-faced man, his face now purplish with wrath, and with arms extended overhead as in the act of hurling thunderbolts, is shouting, "Shut up! Oh, shut up!"

The horror of it drove me out on deck. I was feeling sick and squeamish, and sat down on a bench. In a hazy way I saw and heard men rushing and shouting as they strove to lower the boats. Nothing worked. One boat lowered away with the plugs out, filled with women and children and then with water, and capsized. Another boat had been lowered by one end, and still hung in the tackle by the other end, where it had been abandoned. Nothing was to be seen of the strange steamboat which had caused the disaster, though I heard men saying that she would undoubtedly send boats to our assistance.

I descended to the lower deck. The *Martinez* was sinking fast, for the water was very near. Numbers of the passengers were leaping overboard, while others, in the water, were clamouring to be taken aboard again. No one heeded them. As a cry arose that we were sinking, I was seized by the consequent panic, and went over the side in a surge of bodies. How I went over I do not know, though I did know, and instantly, why those in the water were so desirous of getting back on the steamer. The water was cold—so cold that it was painful. The pang, as I plunged into it, was as quick and sharp as that of fire, and it bit to the marrow. I gasped with the anguish and shock of it, filling my lungs before the life-preserver popped me to the surface. The taste of the salt was strong in my mouth, and I was strangling with the acrid stuff in my throat and lungs.

I felt myself slipping into unconsciousness, and tried with all the power of my will to fight above the suffocating blankness and darkness that was rising around me. A little later I heard the stroke of oars, growing nearer and nearer, and the calls of a man. When he was very near I heard him crying, in vexed fashion, "Why don't you sing out?" This meant me, I thought, and then the blankness and darkness rose over me.

Question 10.

In what mode of writing is the narrator a character in the story?

- ☐ A. second person
- ☐ B. first person
- ☐ C. third person omniscient
- ☐ D. third person limited

Answers

1. --
2. B
3. C
4. D
5. A
6. C
7. C
8. B
9. --
10. B

Explanations

1. If the story were told from Rita's point of view, she would most likely reveal her feelings about things that happened in the past that may help explain why she has such a quick temper. She would also probably reveal her feelings about Ralphie and the amount of attention he gets from their father, which may be the source of her resentment of Ralphie.
2. In the passage, the story is told from the narrator's point of view. The audience sees everything from her point of view. The reader sees the people reacting to her when she answers why she lives in New York, but the reader doesn't know what they think or feel. The biggest clue that this is written in the first person is the inclusion of the first-person pronoun "I" when the narrator refers to herself.
3. The poem describes the feelings and reactions of the crocus, the bluebird, and the robin. The crocus is the first to arrive during spring, while the bluebird and the robin are late. Mother Spring is pleased because the crocus arrives early on its own initiative. Therefore, the poem is trying to highlight the idea that it is best complete work at the earliest, through different characters.
4. You can tell this selection is written in first person because the writer uses pronouns like "I," "my," and "me."
5. This is the definition of **third person omniscient**. From this point of view, the author can roam anywhere, see anything, and comment on events whenever he or she wants.
6. The whole poem is written from the perspective of the father. The audience is meant to see how sorrowful he feels after being impatient with his son and hitting him in anger.
7. Your best clue is that the writer uses the words "you," and "your" many times. The writer is telling the audience directly to wash their hands often. If the writer were writing her own story, she would use the word, "I." If she were writing about someone who isn't present, she would use the words, "she," "he," or "they."
8. In the passage, the pronouns "we" and "our" are used. First-person narratives can use pronouns such as "I," "we," "my," or "our." A person in the story is also the narrator. This is a first-person account of life as a tornado chaser.
9. The line "Then everything happened, and with inconceivable rapidity" helps to build suspense because it suggests to the reader that something interesting is about to happen. The author then goes on to describe how the *Martinez* sank.
10. When a narrator is a character in the story, the author is writing in **first-person point of view**. The author will use "I" and "we" in the story.

4/3/2020

Test: 13) Conflict & Point of View | Quizlet

Quizlet

NAME _____

5 Written questions

1. e.g. Dawn vs. Fate

2. e.g. Keith vs. Kyra

3. e.g. Kelly vs. Blizzard

4. struggle within character e.g. Sue vs. Shyness

5. e.g. President vs. Nation

5 Matching questions

1. ____ Individual vs. Technology (External)

A. Uses "he", "she", "they", etc. and knows everything about all the characters

2. ____ 1st Person Point of View

B. Uses "I", "we", "us", etc.

3. ____ 3rd Person Point of View Limited

C. e.g. Bob vs. Worldwide Computer Virus

4. ____ 2nd Person Point of View

D. Uses "he", "she", "they", etc. and knows everything about only one character

5. ____ 3rd Person Point of View Omniscient

E. Uses "you"

Name:

Book Title:

Total Pages:

AR Points Possible:

AR Score:

Biweekly Book Report Template

A 70% or higher is required on your AR test, and the book must be worth at least 2 AR points. Once you have 50 AR points, you no longer have to do the reports. (200+ pages = 2 books, 300+ pages = 3 books, 400+ pages = 4 books) Graphic novels do NOT count.

5+ Sentence Summary/Promotional Paragraph (Don't give the ending away.):

5+ Sentence Analysis Paragraph (Use and underline 5 of the vocabulary words below.):

<ul style="list-style-type: none"> ▪ Protagonist ▪ Antagonist ▪ Setting ▪ Theme ▪ Point of View ▪ Conflict ▪ Plot ▪ Initiating Event ▪ Rising Action ▪ Climax ▪ Falling Action ▪ Resolution ▪ Author's Tone ▪ Author's Style 	<ul style="list-style-type: none"> ▪ Onomatopoeia ▪ Metaphor ▪ Simile ▪ Hyperbole ▪ Personification ▪ Allusion ▪ Symbol ▪ Alliteration ▪ Analogy ▪ Oxymoron ▪ Verbal Irony ▪ Situational Irony ▪ Dramatic Irony 	<ul style="list-style-type: none"> ▪ Individual vs. Self ▪ Individual vs. Individual ▪ Individual vs. Nature ▪ Individual vs. Society ▪ Individual vs. Supernatural ▪ Individual vs. Technology ▪ Internal Conflict ▪ External Conflict ▪ 1st Person POV ▪ 2nd Person POV ▪ 3rd Person POV limited ▪ 3rd Person POV omniscient 	<ul style="list-style-type: none"> ▪ Genre ▪ Horror ▪ Fable ▪ Tragedy ▪ Comedy ▪ Fantasy ▪ Suspense ▪ History ▪ Autobiography ▪ Biography ▪ Flashback ▪ Foreshadowing 	<ul style="list-style-type: none"> ▪ Round Character ▪ Flat Character ▪ Dynamic Character ▪ Static Character ▪ Major Character ▪ Minor Character ▪ Direct Characterization ▪ Indirect Characterization
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Organizational Pattern in Nonfiction

Question 1.

Concrete poetry is poetry that visually conveys meaning. It uses graphic arrangement of letters, words, or symbols on the page to create meaning. It is also known as shape poetry or visual poetry. The words form a picture for the reader to see and read. The shape itself does not create meaning. However, it adds to the meaning of the poem.

Poets also believe that the space within the letters as created by shape poetry add to the meaning. Look at the following shape poem. The arrangement of letters and the space between them help the reader see the effect of wind on the poet.

Wind
Pushes me
Away
From
My self
Wind
Scatters
My thoughts

How does the organizational structure of the passage support the author's purpose?

- ☐ A. It uses an example to make the concept clearer.
- ☐ B. It shows how visual and concrete poetry are different.
- ☐ C. It lists various subgroups of the topic it introduces.
- ☐ D. It shows how concrete poetry developed over time.

Question 2.

Ancestral Pueblos and Their World

adapted from the National Park Service

About 1,400 years ago, long before Europeans explored North America, a group of people living in the Four Corners region chose Mesa Verde for their home. For more than 700 years, they and their descendants lived and flourished here, eventually building elaborate stone communities in the sheltered alcoves of the canyon walls. Then, in the late 1200s AD, in the span of a generation or two, they left their homes and moved away.

Ever since local cowboys first reported the cliff dwellings in the 1880s, archeologists have sought to understand these people's lives. But despite decades of excavation, analysis, classification, and comparison, scientific knowledge remains sketchy. We will never know the whole story: they left no written records and much that was important in their lives has perished. Yet for all their silence, these structures speak with a certain eloquence. They tell of a people adept at building, artistic in their crafts, and skillful at making a living from a difficult land.

The structures are evidence of a society that, over centuries, accumulated skills and traditions and passed them on from generation to generation. By the Classic Period (AD 1100 to AD 1300), Ancestral Pueblos were heirs of a vigorous civilization, whose accomplishments in community living and the arts rank among the finest expressions of human culture in North America.

Using nature to advantage, Ancestral Pueblos built their dwellings beneath the overhanging cliffs. Their basic construction material was sandstone that they shaped into rectangular blocks about the size of a loaf of bread. The mortar between the blocks was a mix of mud and water. Rooms averaged about six feet by eight feet, space enough for two or three persons. Isolated rooms in the rear and on the upper levels were generally used for storing crops. Underground kivas, or ceremonial chambers, were built in front of the rooms. The kiva roofs created open courtyards where many daily routines took place.

Fires built in summer were mainly for cooking. In winter, when the alcove rooms were damp and uncomfortable, fires probably burned throughout the village. Smoke-blackened walls and ceilings are reminders of the biting cold these people lived with for several months each year.

Ancestral Pueblos spent much of their time getting food, even in the best years. They were farmers, but they supplemented their crops of beans, corn, and squash by gathering wild plants and hunting deer, rabbits, squirrels, and other game. The soil on the mesa top was fertile and, except in drought, about as well watered as now. The vegetation was also about the same then as it is today. Then, the Ancestral Pueblos cut pinyon and juniper for building materials and firewood and to clear land for farming.

Fortunately for us, Ancestral Pueblos tossed their trash close by the cliff dwellings. Scraps of food, broken pottery and tools—anything not wanted—went down the slope in front of their homes. Much of what we know about daily life here comes from these garbage heaps.

Ancestral Pueblos lived in the cliff dwellings for less than 100 years. By about 1300 AD, Mesa Verde was deserted. Several theories offer reasons for their migration. We know that the last quarter of the 1200 AD saw drought and crop failures—but these people had survived earlier droughts. Maybe after hundreds of years of intensive use, the land and its resources—soils, forests, and animals—were depleted. Perhaps there were social and political problems, and the people simply looked for new opportunities elsewhere.

Directions: Drag each sentence to the correct location on the chart.

Drag the sentences from the text into the graphic organizer to show why they are included in the passage.

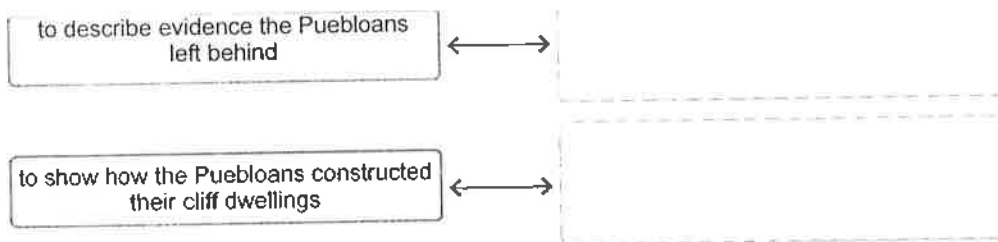
Smoke-blackened walls and ceilings are reminders of the biting cold these people lived with for several months each year.

They were farmers, but they supplemented their crops of beans, corn, and squash by gathering wild plants and hunting deer, rabbits, squirrels, and other game.

Their basic construction material was sandstone that they shaped into rectangular blocks about the size of a loaf of bread.

to explain how the Pueblos sustained themselves





Question 3 .

Most people think of a person lying on the couch reflecting on memories to a doctor when they think of psychology. In fact, psychology is the scientific study of the mind and behavior. Although psychology was studied as a philosophical subject in ancient civilizations, it began to be studied experimentally in nineteenth-century Germany. German physician Wilhelm Wundt established the first psychology laboratory in 1879. It was Sigmund Freud, the Austrian physician, who made psychology widely popular.

However, psychology is more complex than that and includes many branches. Biological psychology is focused on the study of the biological reasons for human or animal actions. Similarly, clinical psychology is concerned with the treatment of diseases or problems of the mind. While cognitive psychology is about the mental processes or thoughts, behavioral psychology is mostly about the study of behavior. Another interesting branch of psychology is the comparative one: it is mostly limited to the study of animal behavior and mental life. Developmental psychology seeks to understand how people change their behavior as they age. Another important branch is social psychology as it studies human beings in social situations. There are many branches of psychology that study specific fields such as sports, industrial, and educational psychology. Researchers have spent a lot of time studying the mind and behavior of people and animals.

How does the organizational structure of this passage support the author's purpose?

- ☐ A. It shows how psychology is in fact complex.
- ☐ B. It compares psychology with other sciences.
- ☐ C. It defines the idea of a psychologist by examples.
- ☐ D. It classifies the mental processes of animals.

Question 4 .

Tickle Me Elmo was once a red-hot item in toy stores. In fact, when it was released by Tyco Toys in 1996, children were delighted by its ability to giggle and laugh. Next, the parents found out about their children's love for the toy. They took their children's liking of the toy so seriously that it became a rarity in a matter of moments. Soon, Tickle Me Elmo became hard to find around the holidays. The toy was sold out in stores in a matter of minutes. In fact, people were willing to pay for up to \$2,000 for it when its original price was \$29. In a New Jersey store in late 1996, people even tackled each other to grab a hold of this toy for their children. More than a decade later, the toy is still around but is not as popular as it used to be.

The organizational structure of this passage is

- ☐ A. definition.
- ☐ B. sequence.
- ☐ C. compare/contrast.
- ☐ D. classification.

Question 5.

Directions: Select the correct text in the passage.

Which sentence from the passage helps develop the idea that most archaeologists of the time were unwilling to go in search of King Tut's tomb?

Discovering King Tut's Tomb

Tutankhamun (also known as King Tut) became an Egyptian pharaoh in 1332 BC when he was just a young boy. His father was a controversial leader who closed sacred temples and overturned ancient religions. When Tut became pharaoh, he undid many of the unpopular decisions made by his father. However, the reputation of Tut was still viewed negatively. Tut was not considered an influential ruler. His name was left out of historical records after his death. When Tutankhamun died around the age of 19, he was buried in a royal tomb in Egypt's Valley of the Kings.

The fame of King Tut began with English Egyptologist Howard Carter, who decided to look for King Tut's tomb in 1914. Other archaeologists dismissed the idea. The tombs in the Valley of the Kings contained precious treasure, which made them targets for robbers. Most archaeologists believed that all the tombs in that region had either been discovered or looted. But Carter insisted he would find Tut in the hot, arid Valley of the Kings located close to the Nile River. Lord Carnarvon, a British earl, provided the money for Carter's search. After seven years, Carnarvon was ready to pull the funding because Carter had not made any discoveries. Finally, in early November 1922, steps to a sealed door were uncovered from the desert sand that had buried them for centuries.

On November 23, 1922, Carter broke through the sealed door and found a passage filled with rubble. He was worried that the grave had been robbed because there were artifacts on the ground that appeared to have been dropped. After clearing the passage, Carter came to another sealed door engraved with Tutankhamun's royal symbols. When he saw the markings, Carter knew they had found the young pharaoh's tomb. He was, however, still unsure what was left to find if grave robbers had discovered it long ago.

What Carter found was astonishing. Three large rooms were contained in the tomb: the antechamber, the annex, and the burial chamber of Tutankhamun. All three rooms were full of priceless treasure, including golden chariots, golden statues, perfume, jewelry, toys, and Tut's gold throne. Tut's coffin was surrounded by a huge golden shrine. In the pharaoh's burial chamber, Carter found a fleet of miniature ships. According to the Egyptian belief of Tut's era, the ships would have been needed to take him to the afterworld.

Carter and his team removed, tagged, and processed the artifacts found in King Tut's tomb. Carter's findings not only launched the legacy of King Tut, but they provided the world with an immeasurable amount of information about ancient Egypt.

Question 6 .



Nationalism refers to the feelings of devotion and loyalty to one's own nation. It reflects the national spirit. One may understand it as a form of patriotism. When a country and its people express a desire for the progress or independence of their country, they show nationalism.

Often, nationalism is reflected in the principles and actions of a nation. For example, the people of a country may be mostly concerned with its benefit. Sometimes, they seem to neglect how their actions may affect other nations. If taken to an extreme degree, nationalism can have negative results such as conflict within and among nations.

Nationalism is also the idea of a country based on its arts, history, and ambitions. The folk stories, idioms, songs, and beloved books of a nation show outsiders a picture of it. Thus, the idea of a country based on the people's love for it reflects nationalism.

How does the organizational structure of the passage support the author's purpose?

- ☐ A. by providing examples of nationalism to explain the idea
- ☐ B. by showing how nationalism is different from patriotism
- ☐ C. by listing various groups and subgroups of nationalism
- ☐ D. by describing how nationalism has changed over time

Question 7 .

100% Parmesan Chicken

Makes 6 Servings

Ingredients:

- 6 boneless skinless chicken breasts
- 2 tablespoons melted butter or margarine
- 1/2 cup grated parmesan cheese
- 1/4 cup dry breadcrumbs
- 1 teaspoon dried oregano
- 1 teaspoon parsley flakes
- 1/4 teaspoon paprika
- 1/4 teaspoon salt
- 1/4 teaspoon pepper

Directions

1. Preheat oven to 400°F.
2. Spray 13x9-inch baking pan with no-stick cooking spray.
3. Melt butter in a shallow dish. Mix remaining ingredients in another shallow dish.
4. Dip chicken in melted butter or margarine.
5. Then coat chicken with dry ingredients.
6. Place chicken in 13x9-inch baking dish.
7. Bake 20-25 minutes or until juices of chicken run clear.

What should happen after dipping the chicken in margarine and adding the ingredients?

- ☐ A. Mix remaining ingredients in another shallow dish.
- ☐ B. Spray 13x9-inch baking pan with no-stick cooking spray.
- ☐ C. Bake 20-25 minutes or until juices of chicken run clear.
- ☐ D. Place chicken in 13x9-inch baking dish.

Question 8 .

Hydrogen was added to oils like vegetable oil to increase the shelf life of foods. However, because the combination is not natural, it contributed to a rise in bad cholesterol. In turn, the risk of heart disease increased in people.

The use of trans fat or unsaturated fat, commonly found in fast food such as french fries, also resulted in a rise of heart diseases among people. In fact, trans fats are not an essential part of the food group. Hence, limiting fast food, and in turn, trans fats, adds years to one's life.

The passage is organized using the structure of

- ☐ A. cause/effect.
- ☐ B. definition.
- ☐ C. classification.
- ☐ D. compare/contrast.

Question 9 .

There were several countries involved in the Vietnam War. However, the level of military involvement varied from country to country. For example, while France was pulling troops out of Vietnam, American soldiers were landing in Saigon at an ever-increasing rate.

The paragraph organization, or structure, of the selection above is

- ☐ A. sequence.
- ☐ B. cause and effect.
- ☐ C. compare and contrast.
- ☐ D. definition.

Question 10 .

Here's how the Pony Express worked. A young rider would grab a mailbag then jump on a horse and ride for ten miles at top speed. Then he would jump on a fresh horse and keep going. He would change horses seven times, and then he would pass the mailbag to another rider, who would keep on riding another seven horses for another seventy miles until he reached the next rider!

The structure of the selection above can best be described as

- ☐ A. cause and effect.
- ☐ B. sequence.
- ☐ C. classification.
- ☐ D. compare and contrast.

Answers

1. A
2. --
3. A
4. B
5. --
6. A
7. D
8. A
9. C
10. B

Explanations

1. First, identify the author's purpose in this passage. The author's purpose is to help the reader understand the idea of concrete poetry. By showing a visual example for readers to read and see, the author makes the concept of concrete poetry clearer.
2. When authors write informational text, they include details that describe and support a topic. In the passage, the purpose "to show how the Puebloans constructed their cliff dwellings" matches "Their basic construction material was sandstone that they shaped into rectangular blocks about the size of a loaf of bread."
The purpose "to explain how the Puebloans sustained themselves" matches "They were farmers, but they supplemented their crops of beans, corn, and squash by gathering wild plants and hunting deer, rabbits, squirrels, and other game."
The purpose "to describe evidence the Puebloans left behind" matches "Smoke-blackened walls and ceilings are reminders of the biting cold these people lived with for several months each year."
3. First, think about the organizational structure used in this passage. Read the first sentence of the second paragraph. It shows the author's purpose is to reveal the complexity of psychology. The author does so by showing the fields that make up this branch of science.
4. In sequential order, the author places events in the order in which they occur. The author uses words like "next" and "a decade later" to show the order of events.
5. The sentence "Most archaeologists believed that all the tombs in that region had either been discovered or looted" provides information that explains why most archaeologists of the time were unwilling to go in search of King Tut's tomb in the Valley of the Kings.
6. First, identify the author's purpose in this passage. The author's purpose is to help the reader understand the idea of nationalism. The author shows the areas where nationalism is reflected so the reader can understand nationalism.
7. If you follow the directions, you put the chicken in the baking dish after you add margarine and the ingredients and before you bake it for 20-25 minutes.
8. The passage shows why hydrogenated oil was created and how it affected people's health. When hydrogen was added to oil it was called hydrogenated oil. The passage uses cause/effect structure for organization.
9. The key word **however** signals that the author is contrasting two things. "Pulling troops out" and "landing in" show the difference between what the two countries were doing.
10. This selection describes, in sequence, the workings of the Pony Express.

How Music Improves Brain Function

While previous studies have found that listening to music (especially classical music) has a positive impact on a person's cognitive ability and brain function, the molecular mechanisms responsible for these benefits had remained unclear – until now.

Researchers from the Haartman Institute Department of Medical Genetics at the University of Helsinki in Finland, the University of the Arts' Sibelius Academy (a music institution) and the Aalto University Department of Information and Computer Science investigated the effect of a musical performance on the gene expression profiles of professional musicians.

"Several neuroscientific studies have demonstrated that the brains of professional musicians and non-musicians differ structurally and functionally and that musical training enhances cognition," the authors wrote in a recent edition of the journal *Scientific Reports*. "However, the molecules and molecular mechanisms involved in music performance remain largely unexplored."

They investigated the effect that music has on the genome-wide peripheral blood transcriptome of professional musicians. The research team analyzed the gene expression profiles of members of a professional orchestra (Tapiola Sinfonietta) and the Sibelius-Academy after a two-hour long concert performance, and then again following a "music-free" control session.

Playing music enhances activity in the brain

The researchers discovered that playing music enhanced the activity of genes involved in motor function, dopaminergic neurotransmission, neuronal plasticity, and neurocognitive functions including learning and memory. In particular, some of the genes involved in song perception and production in songbirds (including SNCA, FOS, and DUSP1) were identified, suggesting there is a potential link to the biological processes related to sound perception and performance.

"Additionally, modulation of genes related to calcium ion homeostasis, iron ion homeostasis, glutathione metabolism, and several neuropsychiatric and neurodegenerative diseases implied that music performance may affect the biological pathways that are otherwise essential for the proper maintenance of neuronal function and survival," the study authors wrote.

"The findings provide a valuable background for molecular studies of music perception and evolution, and music therapy," said lead investigator Dr. Irma Järvelä from the University of Helsinki. She and her

colleagues said that their work provides the first evidence for the candidate genes and molecular mechanisms believed to be associated with performing music.

Music is more important than you think

A similar study conducted by researchers from Boston's Children Hospital last summer revealed that musical training can help determine a person's academic success while also having a lasting benefit to their executive brain functions throughout the rest of their lives.

In that study, the researchers used functional magnetic resonance imaging (fMRI) to establish a possible biological link between formal musical training and a boost in brainpower. Their work, which was published online in the journal *PLOS One*, demonstrated how the fMRI of brain areas known to be linked to executive function were more active in musicians than in non-musicians.

"Since executive functioning is a strong predictor of academic achievement, even more than IQ, we think our findings have strong educational implications," said senior investigator Dr. Nadine Gaab of the hospital's Laboratories of Cognitive Neuroscience. "While many schools are cutting music programs and spending more and more time on test preparation, our findings suggest that musical training may actually help to set up children for a better academic future."

Plan and Organize Ideas

Question 1.

Robert is doing research for a speech he is giving in history class. He wants to talk about lighthouses. This is the list of topics that he has come up with so far:

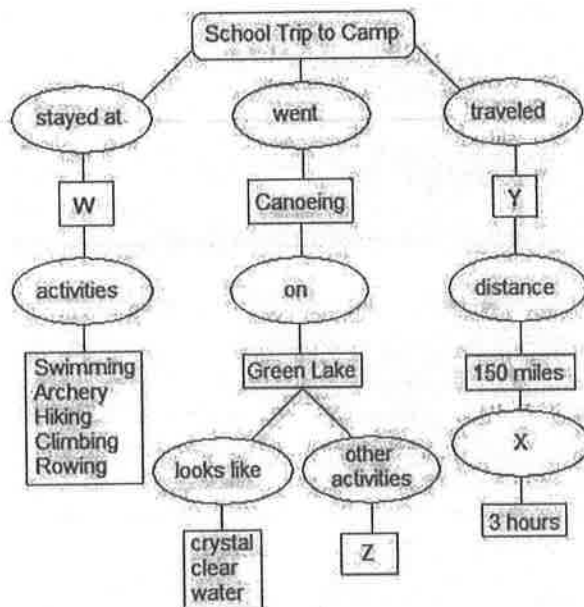
- The Lighthouse of Alexandria
- Famous Lighthouse Builders
- Types of Lighthouse Lamps
- Lighthouse Preservation Efforts

Which topic is the most specific?

- A. The Lighthouse of Alexandria
- B. Lighthouse Preservation Efforts
- C. Types of Lighthouse Lamps
- D. Famous Lighthouse Builders

Question 2.

Justine is writing an essay about her summer vacation. She has organized her thoughts into the following map.



What should go into the blank section labeled Z?

- A. archery
- B. counselors
- C. bugs
- D. tents

Question 3.

Cheetahs and Leopards

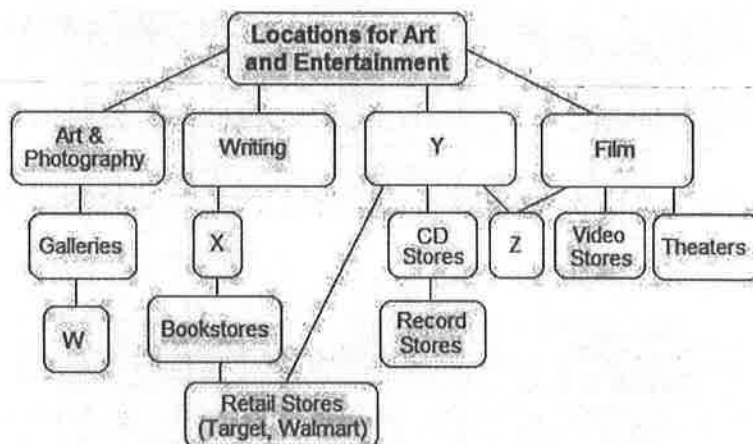
Cheetahs and leopards are animals found in parts of Asia and the Saharan regions of Africa. Although they look similar, they are very different. While both leopards and cheetahs have black spots on their bodies, leopards have yellow fur and cheetahs have tan-colored fur. Cheetahs also have smaller jaws and longer tails than leopards. However, leopards look slightly bigger than cheetahs do. Cheetahs run much faster than leopards, and are the fastest animals in the world. They can run at a speed of approximately 75 miles per hour, while leopards run at a speed of 35 miles per hour. Cheetahs are known to hunt for prey during the day while leopards hunt for food at night.

How has the author chosen to organize this selection?

- ☐ A. problem and solution
- ☐ B. sequential order
- ☐ C. cause and effect
- ☐ D. compare and contrast

Question 4.

Terrance is writing an essay for his journalism class about the best places to find art and entertainment. He has organized his thoughts into this chart.



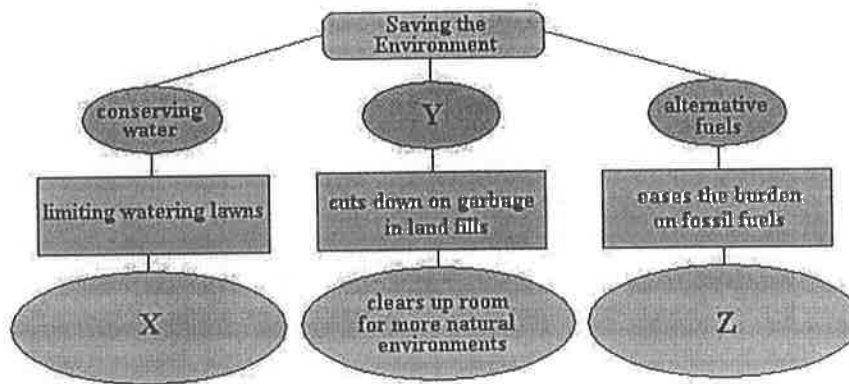
Terrance is writing an essay for his journalism class about the best places to find art and entertainment. He has organized his thoughts into this chart.

What would be the best selection for Terrance to place into the field labeled Z?

- ☐ A. Café
- ☐ B. Electronics Store
- ☐ C. Fashion store
- ☐ D. Restaurant

Question 5.

Davis is writing an essay about protecting and saving the environment. He has organized his thoughts into the following map.



What should go into the blank section labeled Z?

- ☐ A. is too expensive to make
- ☐ B. used more than fossil fuels
- ☐ C. harms much of the wildlife
- ☐ D. creates less air pollution

Question 6.

Directions: Select all the correct locations on the image.

Ivy is writing a research paper about how homeschooling has positive effects. To help organize the ideas in her paper, she created the information web below. Which three items in the web do not fit within the scope of her paper?

Question 7.

Microorganisms

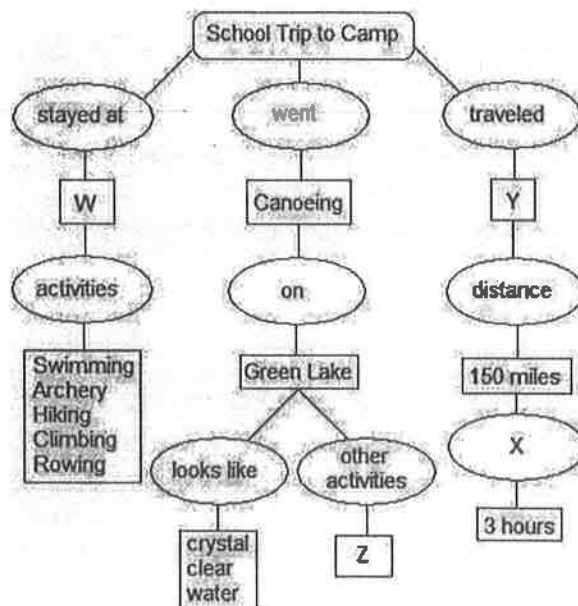
Microorganisms come in many different forms, such as bacteria, fungi, and viruses. Bacteria are tiny single-celled creatures that can live in almost all environments. Bacteria are helpful in many ways. Lactobacillus is the name of a bacterium that helps curdle milk and convert it into yogurt. The human body itself houses over 100 trillion bacterial cells. Fungi include molds and yeasts. The yeast used to bake bread is also a type of fungi. Viruses are microscopic parasites that infect any living form, even bacteria. Viruses cannot survive outside a host body. They are known to cause several diseases.

What is the purpose of the organizational structure in this selection?

- ☐ A. to inform how microorganisms survive
- ☐ B. to describe the different types of microorganisms
- ☐ C. to list the uses of microorganisms
- ☐ D. to compare microorganisms and other life forms

Question 8.

Justine is writing an essay about her summer vacation. She has organized her thoughts into the following map.



What should go into the blank section labeled Y?

- ☐ A. campfire
- ☐ B. train
- ☐ C. tents
- ☐ D. hunting

Question 9.

- Vacation Spots
 - Hawaii
 - able to surf
 - volcanoes nearby
 - located in the U.S.A.
 - Cancun
 - able to sail
 - Pacific Ocean nearby
 - _____
 - Denver
 - able to ski
 - Rocky Mountains nearby
 - located in the U.S.A.

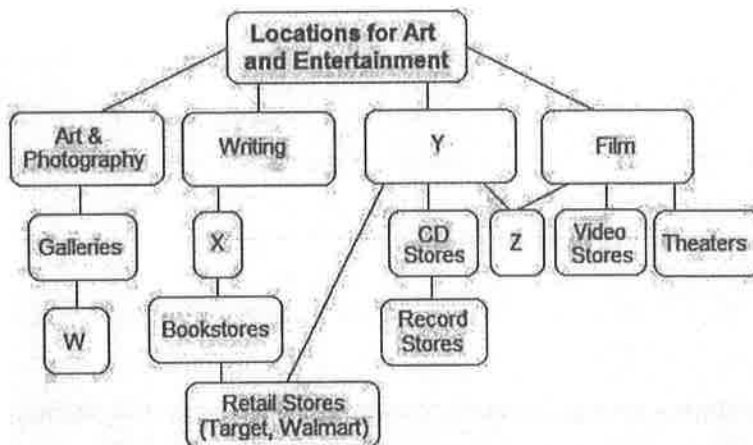
You have decided to use outlining to help you with your next paper.

What should go in the missing subheading under CANCUN?

- ☐ A. able to play volleyball
- ☐ B. located in Mexico
- ☐ C. many tourist attractions
- ☐ D. lots of sand and beach

Question 10.

Terrance is writing an essay for his journalism class about the best places to find art and entertainment. He has organized his thoughts into this chart.



As Terrance is building his essay, he finds that some of the locations overlap. What subheading is shared by two different headings?

- ☐ A. Writing
- ☐ B. Video Stores
- ☐ C. Retail Stores (Target, Walmart)
- ☐ D. Film

Answers

1. A
2. A
3. D
4. B
5. D
6. --
7. B
8. B
9. B
10. C

Explanations

1. The Lighthouse of Alexandria is the most specific topic listed in the answer choices. Although the other choices would probably be good topics, they include too much information to cover in one speech.
2. If you follow the direction of the arrows, before the blank it states "ACTIVITIES." The only answer choice that makes sense is the choice that is an activity you would do at camp.
3. Key words let you know how to identify the structure of a paragraph. Paragraphs that describe the similarities and differences of subjects use a compare and contrast organization. This paragraph compares and contrasts cheetahs and leopards.
4. Of all the places to find films and movies, an electronics store would seem the best choice since they would specialize in all things electronic, including movies and film.
5. Section Z shows the effects of how easing the burden of using fossil fuels benefits people who use alternative forms of energy.
6. Ivy is writing a research paper on the benefits of homeschooling. The points "unproven benefits to academic performance," "children may not learn certain subjects," and "less interaction with peers" are all disadvantages of homeschooling. Hence, they do not fit within the scope of her paper.
7. The passage describes different types of microorganisms, their functions, and how they are different from one another. Therefore, the correct answer is "to describe the different types of microorganisms."
8. If you follow the direction of the arrows, it starts at "School Trip to Camp" and continues to "traveled." The next blank should be how the author traveled. The other choices don't make any sense according to how/where the map flows.
9. Outlining, like all prewriting activities, should be done before you start writing so it can help organize your thoughts and improve the quality of your writing. If you follow the outline, you'll see the other destinations have something under their location heading. Even if you don't know where Cancun is, you can tell something about its location needs to go in the blank.
10. Since books and music are available at most retail stores such as Wal-Mart and Target, the "MUSIC" and "WRITING" headings share something in common. They are both available at those places.

Quizlet

NAME _____

2 Written questions

1. structure where one event leads to the next

2. structure of similarities and differences

2 Matching questions

1. ____ Chronological Order

A. location order

2. ____ Spatial Order

B. time order e.g. first, next, finally

2 Multiple choice questions

1. listing equal ideas or parts of speech (e.g. ran, jumped and played)

- A. Inductive Order
- B. Comparison & Contrast
- C. Parallelism
- D. Problem & Solution

2. logic leading from specific to general

- A. Inductive Order
- B. Deductive Order
- C. Spatial Order
- D. Chronological Order

2 True/False questions

1. structure explaining the answer to a dilemma → Comparison & Contrast

- ☐ True
- ☐ False

2. logic leading from general to specific → Inductive Order

- ☐ True
- ☐ False

Name:

Book Title:

Total Pages:

AR Points Possible:

AR Score:

Biweekly Book Report Template

A 70% or higher is required on your AR test, and the book must be worth at least 2 AR points. Once you have 50 AR points, you no longer have to do the reports. (200+ pages = 2 books, 300+ pages = 3 books, 400+ pages = 4 books) Graphic novels do NOT count.

5+ Sentence Summary/Promotional Paragraph (Don't give the ending away.):

5+ Sentence Analysis Paragraph (Use and underline 5 of the vocabulary words below.):

<ul style="list-style-type: none"> ▪ Protagonist ▪ Antagonist ▪ Setting ▪ Theme ▪ Point of View ▪ Conflict ▪ Plot ▪ Initiating Event ▪ Rising Action ▪ Climax ▪ Falling Action ▪ Resolution ▪ Author's Tone ▪ Author's Style 	<ul style="list-style-type: none"> ▪ Onomatopoeia ▪ Metaphor ▪ Simile ▪ Hyperbole ▪ Personification ▪ Allusion ▪ Symbol ▪ Alliteration ▪ Analogy ▪ Oxymoron ▪ Verbal Irony ▪ Situational Irony ▪ Dramatic Irony 	<ul style="list-style-type: none"> ▪ Individual vs. Self ▪ Individual vs. Individual ▪ Individual vs. Nature ▪ Individual vs. Society ▪ Individual vs. Supernatural ▪ Individual vs. Technology ▪ Internal Conflict ▪ External Conflict ▪ 1st Person POV ▪ 2nd Person POV ▪ 3rd Person POV limited ▪ 3rd Person POV omniscient 	<ul style="list-style-type: none"> ▪ Genre ▪ Horror ▪ Fable ▪ Tragedy ▪ Comedy ▪ Fantasy ▪ Suspense ▪ History ▪ Autobiography ▪ Biography ▪ Flashback ▪ Foreshadowing 	<ul style="list-style-type: none"> ▪ Round Character ▪ Flat Character ▪ Dynamic Character ▪ Static Character ▪ Major Character ▪ Minor Character ▪ Direct Characterization ▪ Indirect Characterization
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