



## Emergency Packet

Subject: English Language Arts

State: New York

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

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

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

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*Read the article. Then, answer the questions.*

## **A Healing Place For Wild Animals**

by Sandra Kirkland

1. At some time in a child's life, an injured or orphaned bird or animal finds its way across her path. While the urge to nurse the poor creature back to health or give it a home is strong, it's not a good idea.
2. None of us is equipped to help these animals. That's why there is a Nature's Nursery where they can be brought for healing and rehabilitation.
3. Nature's Nursery (NN) provides protection, shelter and care for wild animals. Their mission is to improve the well-being of Northwest Ohio's wildlife population through rehabilitation and education. This non-profit, tax-exempt<sup>1</sup> group in Whitehouse, Ohio has been fulfilling its mission since 1989.
4. The present facility has become too small, so the organization is thrilled to partner with Toledo Metroparks and to expand into the Toledo Metropark's Blue Creek Conservation Area "as soon as the grant<sup>2</sup> comes in."
5. Now in its fifteenth year, NN is run by founder and director Debbie Cooper, staffer Pam Parquette and many volunteers. Ms. Cooper was once the education specialist at the Toledo Zoo, where she received hundreds of calls from people asking what to do with a wild animal they had found. There was no place she could refer these people to, so she decided to provide one.
6. Ms. Parquette, a paramedic, once picked up an injured squirrel and transported it to NN in the ambulance. She works with the animals daily and goes out to teach children and adults about the wonderful wildlife that shares their neck of the woods with us.
7. Veterinarian and wildlife enthusiast Mike Shields volunteers his services to Nature's Nursery two to three times a week to check on the animals' conditions and performs surgeries when required.
8. Where do other volunteers come from? Ms. Parquette answers, "Most of the volunteers come from area colleges and universities, but we also get many retirees. In many instances, someone brings out an injured animal and decides to volunteer.
9. "We ask that volunteers do a four hour shift. There's plenty to do from sunup to sundown, such as cleaning pens and cages, giving meds and answering the hotline. The phone rings 24 hours every day. We'll get 60 to 70 calls a day."

## **Wildlife and Nature Conservation**

10. On a beautiful day in April, Ms. Parquette was on the bank of Mallard Lake in Oak Openings teaching Archbold Middle School's seventh graders about owls, possum and other critters. She also told them how important it is that we preserve wildlife habitats.
11. Reading teacher Kevin Miller says, "The kids think this is absolutely cool — to see wild animals so up close."
12. Student Jordan Fruchey shares his views on the program. "I liked Icarus the owl best, the way it looked and how it turns its head. I learned what to do if I find a baby wild animal."
13. Classmate Sarah Stuckey also rated Icarus as her favorite animal in the program and said that she'd maybe volunteer at Nature's Nursery in the future.

## **Critter Tales**

14. At Nature's Nursery, there can be many sad endings when rescued animals don't survive. But there are more happy endings when the animals heal, are rehabilitated and placed back in nature. Pam and Debbie's best are eagle releases.
15. "We once found a young, premature, emaciated bald eagle with a fractured hand (the tip of its wing). It weighed only six pounds when it should have weighed ten. Dr. Shields operated on him, and we nursed the eagle for about eight weeks. He recovered, and when he was ready, we took him out to the Magee Marsh and Crane Creek Preserve and released him. As we threw him up in the air, we weren't sure he'd really be able to fly, but he swooped, circled and flew away."

"A Healing Place for Wild Animals" by Sandra Kirkland, Toledo, June 2004. Used with permission of The Blade.

1 *tax* - exempt: pays no taxes

2 *grant*: money given for a specific purpose

1 "None of us is equipped to help these animals." (Paragraph 2) What point is the author making in the sentence above?

- (A) Nature's Nursery cannot help every one of the animals that people take there.
- (B) People should buy special equipment if they want to treat injured animals.
- (C) Injured animals need to be treated in the proper facilities.
- (D) There is little that anyone can do to help injured animals.

2 Why did Debbie Cooper start Nature's Nursery?

- (A) She spoke with many people who wanted to volunteer in a shelter.
- (B) There was no local place for people to take injured wild animals.
- (C) She was an educator at a zoo and wanted to apply her skills in a new field.
- (D) There was no place for local students to observe animals under controlled conditions.

3 "We ask that volunteers do a four hour **shift**. There's plenty to do from sunup to sundown, such as cleaning pens and cages, giving meds and answering the hotline." (Paragraph 9)

**shift** *n.* 1) a change in direction.

2) a period of scheduled time.

3) a change from one individual  
or position to another.

4) an underhanded scheme.

Which definition of **shift** is used in the sentence above?

(A) definition 1

(B) definition 2

(C) definition 3

(D) definition 4

4 Identify the opinion in the first paragraph that is supported in the passage. Then, provide the detail that supports that opinion.

- 5 Why does the author end the passage with the story of the bald eagle?
- (A) to inform readers what to do in a similar situation
  - (B) to challenge readers to learn more about this subject
  - (C) to impress readers with the serious problems faced by wildlife
  - (D) to show readers how rewarding the work of Nature's Nursery can be

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*Read the text. Then, answer the questions.*

## **A Child Prodigy**

by Cliff Eisen

1. There were child prodigies before Mozart and child prodigies after him—but few, if any, of them made the impact young Wolfgang Amadeus Mozart made. When he was four, he started to learn short harpsichord pieces; at five, he began to compose music. In fact, Mozart was so bright that, in 1762, his father, Leopold, took him to Munich and then to Vienna, where he gave concerts at the imperial courts. Both trips were a success and gave Leopold the idea to undertake a European-wide tour. In June 1763, Mozart, his father, mother, and sister Maria Anna (better known as Nannerl) set out traveling through Germany, France, and the Netherlands, before reaching England, then back through France, Switzerland, and Bavaria. More than three years passed before their carriage again entered the gates of their native Salzburg, Austria.
2. It was this extended concert tour that made Mozart's name. At first, he played only works by other composers. But before long he began performing his own works as well. By the time the family reached Paris in 1764, Mozart was ready to publish his first opus (work), a set of sonatas for violin and harpsichord. He composed his first symphony in London later that year and his first opera in Vienna in 1768.
3. Nannerl was a prodigy as well. A fine harpsichordist, she could hold her own with her brother, at least technically. What distinguished Mozart from all other musicians, however, was his extraordinary musical talent, his natural understanding of what music was about, and his capacity to absorb musical styles and ideas and make them his own. His earliest compositions may fall into the traditional categories, such as sonatas or symphonies, but the style was entirely his own.
4. Whatever Mozart did seemed to enchant kings and queens, music impresarios (managers and conductors), and the general public all across Europe. He was the “headline news” of the time. When he played in Venice, Italy, in 1771, the event was noted by newspapers as far away as Hamburg, Germany. Other prodigies labored to make local reputations—only Mozart was crowned universally.
5. Numerous reports documented both the interest Mozart aroused and his astonishing accomplishments. He had barely turned eight when the first of several articles about him appeared in a Paris newspaper:
6. Mr. [Leopold] Mozart, music director for the Prince-Archbishop of Salzburg, has been in this capital for several months with two children who cut the most delightful figure. His daughter, aged 11, plays the harpsichord in a distinguished manner; no one could have a more precise and brilliant execution. His son, who this month reached his 8th year, is a true prodigy.

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6 Why did Mozart tour Europe as a young child?

- (A) to perform in concerts
- (B) to study the harpsichord
- (C) to conduct different orchestras
- (D) to collect music from other countries

*A teenage girl from the island of Antigua is being sent to live with relatives in England where she will attend nursing school. As she walks with her parents along the jetty where a boat awaits her, she remembers the walks to the jetty she used to take with her father in years past. This young girl has mixed feelings about leaving. Read this excerpt from the novel Annie John to see what happens. Answer the questions that follow.*

## **A Walk to the Jetty**

by Jamaica Kincaid

1. My heart now beat fast, and no matter how hard I tried, I couldn't keep my mouth from falling open and my nostrils from spreading to the ends of my face. My old fear of slipping between the boards of the jetty and falling into the dark-green water where the dark-green eels lived came over me. When my father's stomach started to go bad, the doctor had recommended a walk every evening right after he ate his dinner. Sometimes he would take me with him. When he took me with him, we usually went to the jetty, and there he would sit and talk to the night watchman about cricket<sup>1</sup> or some other thing that didn't interest me, because it was not personal; they didn't talk about their wives, or their children, or their parents, or about any of their likes and dislikes. They talked about things in such a strange way, and I didn't see what they found funny, but sometimes they made each other laugh so much that their guffaws<sup>2</sup> would bound out to sea and send back an echo. I was always sorry when we got to the jetty and saw that the night watchman on duty was the one he enjoyed speaking to; it was like being locked up in a book filled with numbers and dia-grams and what-ifs. For the thing about not being able to understand and enjoy what they were saying was I had nothing to take my mind off my fear of slipping in between the boards of the jetty.
2. Now, too, I had nothing to take my mind off what was happening to me. My mother and my father—I was leaving them forever. My home on an island—I was leaving it forever. What to make of everything? I felt a familiar hollow space inside. I felt I was being held down against my will. I felt I was burning up from head to toe. I felt that someone was tearing me up into little pieces and soon I would be able to see all the little pieces as they floated out into nothing in the deep blue sea. I didn't know whether to laugh or cry. I could see that it would be better not to think too clearly about any one thing. The launch was being made ready to take me, along with some other passengers, out to the ship that was anchored in the sea. My father paid our fares, and we joined a line of people waiting to board. My mother checked my bag to make sure that I had my passport, the money she had given me, and a sheet of paper placed between some pages in my Bible on which were written the names of the relatives—people I had not known existed—with whom I would live in England. Across from the jetty was a wharf, and some stevedores<sup>3</sup> were loading and unloading barges. I don't know why seeing that struck me so, but suddenly a wave of strong feeling came over me, and my heart swelled with a great gladness as the words "I shall never see this again" spilled out inside me. But then, just as quickly, my heart shriv-eled up and the words "I shall never see this again" stabbed

at me. I don't know what stopped me from falling in a heap at my parents' feet.

3. When we were all on board, the launch headed out to sea. Away from the jetty, the water became the customary blue, and the launch left a wide path in it that looked like a road. I passed by sounds and smells that were so familiar that I had long ago stopped paying any attention to them. But now here they were, and the ever-present "I shall never see this again" bobbed up and down inside me. There was the sound of the seagull diving down into the water and coming up with something silverish in its mouth. There was the smell of the sea and the sight of small pieces of rubbish floating around in it. There were boats filled with fishermen coming in early. There was the sound of their voices as they shouted greetings to each other. There was the hot sun, there was the blue sea, there was the blue sky. Not very far away, there was the white sand of the shore, with the run-down houses all crowded in next to each other, for in some places only poor people lived near the shore. I was seated in the launch between my parents, and when I realized that I was gripping their hands tightly I glanced quickly to see if they were looking at me with scorn, for I felt sure that they must have known of my never-see-this-again feelings. But instead my father kissed me on the forehead and my mother kissed me on the mouth, and they both gave over their hands to me, so that I could grip them as much as I wanted. I was on the verge of feeling that it had all been a mistake, but I remembered that I wasn't a child anymore, and that now when I made up my mind about something I had to see it through. At that moment, we came to the ship, and that was that.

1 *cricket* - an outdoor game played with bats, a ball, and wickets by two teams of eleven each

2 *guffaws* - a hearty burst of laughter

3 *stevedore* - one who loads or unloads ships or barges

7 Identify and explain the mixed feelings the speaker has about leaving her home. Use relevant and specific information from the excerpt to support your answer.

8 In paragraph 1, what had originally brought the speaker to the jetty?

(A) The speaker was a young girl who liked cricket.

(B) The speaker's family was going on a voyage.

(C) The speaker's father had an illness.

(D) The speaker was a fisherman's daughter.

- 9 Why does the speaker finally decide that leaving Antigua to live in England is not a mistake?
- (A) She dislikes living near the jetty and the overcrowded housing.
  - (B) She feels she has to grow up and must stick to her decisions.
  - (C) She dislikes the smell of the sea and the sight of floating rubbish.
  - (D) She is angry with her parents for making her leave home.

- 10 Which sentence best expresses the main idea of this excerpt?
- (A) Long journeys require advanced planning.
  - (B) Success is the result of hard work.
  - (C) Growing up involves overcoming one's fears.
  - (D) One person's loss is another's gain.

**11** Read the sentence from paragraph 3 in the box below. There was the hot sun, there was the blue sea, there was the blue sky. What is the effect of the repetition of the phrase "There was"?

- (A) It conveys the speaker's eagerness to go to England.
- (B) It captures how boring the speaker's life has become.
- (C) It shows that these things are unusual to the speaker.
- (D) It emphasizes the power of the speaker's connection to her home.

**12** Read the phrase from the beginning of paragraph 3 in the box below. Away from the jetty, the water became the customary blue . . . What does the word customary tell the reader about the water?

- (A) The water looks as it does before a storm.
- (B) The water looks as it usually does away from the shoreline.
- (C) The water looks as it does during high tide.
- (D) The water looks as it does during sunset.

*It is the eve of the American Revolution. Adam Cooper lives in colonial Lexington. As the British army approaches, the men of Lexington gather to form a militia to fight them. Adam wants to join but is not sure if his father will allow him. To learn what happens, read the excerpt from the novel April Morning and answer the questions that follow.*

## **April Morning**

by Howard Fast

1. I found myself in the entrance to the guest room, or hostel room, as we sometimes called it, of Buckman's. All around me were friends and neighbors, some of the men grinning when they caught my eye, but everyone warm and nervous and bound together by a thousand invisible threads, the way people become facing a great danger or excitement in common. It sometimes seems to me that we live inside of invisible shells, but just as much shells as the fat Maine lobsters inhabit; and only at a time like this do the shells melt away and the real people emerge.
2. Cousin Simmons saw me, pushed over, squeezed my elbow, and said softly, "A boy went to bed and a man awakened, hey, Adam?"
3. "I do hope so."
4. "Do me a favor, Adam?"
5. "Anything you say, Cousin Simmons."
6. "Your Cousin Ruth is out in all this commotion, and I don't blame the girl with everything stood topsy-turvy. Do find her and bring her home after you sign the muster book<sup>1</sup>."
7. "I'll be pleased to, Cousin Simmons, but sure as the sunrise, I don't know whether I'll be signing that muster book. I just have my hopes and prayers."
8. "He's all bark and no bite. You should have learned that, Adam."
9. It's slow learning about your own father, I thought, and I said a prayer like this: Oh, don't let him do it to me in front of everyone standing here! Don't let him look at me the way he does, like I was nothing but a chicken thief caught in the act, and tell me that I'm no account and not fit to stand in with the men! I couldn't bear it now! I simply couldn't!
10. I was in the room now. There were at least six candles on the table where Father sat, with Jonas Parker on one side of him and Samuel Hodley on the other. Jonas Parker had the muster book out in front of him, and when someone came to sign it, he would push it toward him and make a serious and almost ceremonial thing of the entry. Father had the minutes book of the Committee, and when

someone signed the muster book, Father entered the name and the salient<sup>2</sup> facts in the records of the Committee. It appeared pointless to me for two separate sets of records to be kept like that, yet I knew that most of the men agreed that the civil and military aspects of the matter should be cleanly separated. Samuel Hodley was the emergency storekeeper, and it was up to him to determine whether the militiaman had enough powder and shot<sup>3</sup>; and if not, to see that it was issued. When a man had signed in, Jonas Parker would tell him:

11. “You are now on call and assignment until you are officially released from duty with a release signed by one of us three. In other words, you are now a member in good standing, under orders and in discipline in this Committee of Defense and Correspondence. Go home and get your gun and powder and shot, a pound of bread and a water bottle. Muster on the common at four o’clock in the morning.”
12. I don’t mean that he said that over and over, but enough times so that no one would fail to hear it. Even though I myself held to Samuel Hodley’s opinion, that this was all a great bother and disturbance over nothing at all, his words made me feel cold and desolate for a moment.
13. I was in front of the table almost before I realized. “Name?” my father said briskly, in the official tone he used for Committee business—and then he looked up and saw me as I replied:
14. “Adam Cooper.”
15. His eyes fixed on me, and I felt that they were boring inside of me and reading every thought. For myself, I had the feeling that I was looking at my father for the very first time, not seeing him as I had always seen him in the vague wholeness of age and distance, but looking at the face of a surprisingly young man, his wide, brown face serious and intent upon me, his dark eyes shadowed in their inquiry, his broad full-lipped mouth tight and thoughtful. How was it, I wondered, that I had never noticed before what a strikingly handsome man he was? How was it that I had seen in him only the strength of his overbearance and not the thewed<sup>4</sup> strength of those massive brown arms spread on the desk with the white shirt sleeves rolled high and carelessly? It was no wonder that men listened to him and heeded his words.
16. The room was full of silence, and it stretched and stretched, and all the while my father never turned his eyes away from mine. What went through his mind I will never know, but I do know that time there became an eternity. At last, Father looked at Jonas Parker and nodded silently, and Parker pushed the muster book toward me. I bent over the table and signed my name, my hand trembling, the letters all blurred and wiggly.
17. “Powder and shot?” Hodley was asking me.
18. “Yes, sir.”

19. Then I pushed my way out of the room, having no other desire than to be away from everyone else and for a while alone. . .

1 *muster book* - an official roll of persons in a militia

2 *salient* - important

3 *powder and shot* - gunpowder and lead ball

4 *thewed* - muscular

**13** Based on the excerpt, what does Adam hope will happen at Buckman's?

(A) He will not be too afraid to sign the muster book.

(B) His father will allow him to sign the muster book.

(C) His father will not notice him at the meeting.

(D) He will get respect from the committee.

**14** Based on the excerpt, explain what signing the muster book means to Adam. Use relevant and specific examples from the excerpt to support your answer.

15 In paragraph 9, what does Adam fear the most about his father?

- (A) that his father will embarrass him publicly
- (B) that his father will arrest him for stealing chickens
- (C) that his father will punish him for his disobedience
- (D) that his father will give him a lesser job to perform

16 Based on the excerpt, how can the reader tell that Adam's father is an important man in the community?

- (A) by his treatment of his son
- (B) by his serious facial expression
- (C) by his tone of voice
- (D) by his position on the committee

17 In paragraph 19, Adam says he wants to be alone. What is the most likely reason he says this?

- (A) He is disturbed by his father's lack of emotion.
- (B) He is overwhelmed by what has just happened.
- (C) He is embarrassed at being the center of attention.
- (D) He is filled with fear about signing the book.

18 Read the sentence from paragraph 2 in the box below. "Cousin Simmons saw me, pushed over, squeezed my elbow, and said softly, "A boy went to bed and a man awakened, hey, Adam?" What does the sentence suggest about Cousin Simmons?

- (A) that he supports Adam's wish to join the militia
- (B) that he wants Adam to return to his home
- (C) that he likes joking with Adam about Adam's father
- (D) that he thinks Adam is young and immature

19 In paragraph 16, Adam's father allows him to enlist. What does this most likely indicate about Adam's father?

- (A) He realizes the militia needs men.
- (B) He understands the seriousness of the colonies' situation.
- (C) He recognizes Adam as an adult.
- (D) He knows that Adam will look cowardly if he does not sign.

20 Which of the following best describes what occurs between Adam and his father at the sign-in table in paragraph 15?

- (A) Adam sees his father in a different way.
- (B) Adam becomes more fearful of his father.
- (C) Adam attempts to impress his father.
- (D) Adam tries to read signs of emotion in his father's face.

21 Which of the following is the best meaning of the word boring as it is used in paragraph 15?

(A) penetrating

(B) glancing

(C) pestering

(D) shaking

*Which animals are the smartest? Are horses smarter than dogs, and are dogs smarter than cats? Are monkeys smarter than all three? Scientists have long wondered how to measure an animal's intelligence. Read the article to see why determining animal intelligence is so difficult. Use information from the article to answer the questions that follow.*

## **Are Dogs Dumb?**

by Karen Hopkin

1. Chimps can use sign language to talk to their trainers. Monkeys can learn to count. A crow can figure out how to use a stick to get at that hard-to-reach grub. Chickens can learn to play checkers. Even worms can be taught to run mazes. So which animal is the smartest? You're probably thinking that chimps are smarter than chickens. And that crows are smarter than worms. And that you're smarter than all of them.
2. But where do those rankings come from? Okay, you probably are smarter than the average worm. But why do we assume that bigger beasts are smarter than smaller ones? Or that furry critters are brainier than slithering wrigglers that are coated in slime?
3. And how come we think dogs are so smart? Sure, a dog might be clever enough to fetch his leash when he wants to go out. But the same mutt might also bark at the vacuum cleaner and spend a whole hour chasing his own tail. Is Rover really any brighter than a hamster, a chicken, or that kid who's always eating Play-Doh? How can you measure an animal's brain power?
4. The hardest part is coming up with the right test. A dog can't sit down with a No. 2 pencil and take a multiple choice exam. So the test has to be something the dog can learn to do: select a block by nudging it with a nose or a paw, for example. The test also has to be something the dog wants to do: a dog might stare at that block all day without budging—until she figures out that there's a treat hidden underneath.
5. Norton Milgram and his co-workers at the University of Toronto at Scarborough use treats to give dogs a Canine IQ test. The dog is presented with a tray with a blue block on it; underneath the block is a treat. The animal moves the block and gets the treat. So far, so good. Now the test gets tricky. The dog is presented with the same tray, but this time it has both a blue block and a yellow coffee can lid (or white bowl or black square of cloth) on it; the treat is now under the yellow lid (or white bowl, etc.). The test: how long does it take for the dog to learn that the treat is always under the new

item on the tray? The smarter the dog, the quicker she'll find the treat.

6. That seems simple enough, but things become more complicated when you try to compare different kinds of animals. Monkeys wipe the floor with dogs on this test. Dogs may have to try hundreds of times before they select the yellow lid nine out of ten times. Monkeys learn much more quickly to find the hidden treat. Does that mean monkeys are smarter than dogs?
7. Not necessarily. The test was originally designed for monkeys, and it gives them an unfair advantage: by nature monkeys are curious and like to check out new things. Dogs, on the other hand, tend to be wary about approaching new things. As Stephen Budiansky reports in his book *The Truth about Dogs*, one pooch was so scared of the yellow lid that he had to be excused from the study.
8. If the test is made more dog-friendly, on the other hand, canines do just fine. Instead of introducing a yellow lid, the treat is put under another blue block on the opposite side of the tray. Dogs learn as quickly as any monkey that the treat is always on the side opposite the first block they saw.
9. Even if you could find a test that was perfectly fair to all animals, in a way it's silly to ask whether one kind of animal is smarter than another. All animals have the ability to learn things that are important to them. Otherwise they wouldn't survive. A chicken doesn't need to be a chess champion to figure out where to get food or how to run from a predator. So a chicken is as smart as it needs to be to earn a living as a chicken.
10. If you still believe that dogs are much smarter than chickens, it's probably because dogs are good at learning the things we want them to learn: fetching the newspaper, for example. Try to convince a chicken to do that! The truth is, most dog tricks take advantage of dogs' built-in behavior patterns—things that dogs are born knowing how to do or learn easily. Chasing and retrieving are leftover hunting behaviors. For a dog, fetching the paper or a tennis ball is not a reflection of intelligence. It's basically a demonstration that dogs will be dogs.
11. Canines may not be the deepest thinkers in the world. But perhaps that's for the best. The life of a dog—sitting alone all day, waiting for everyone to come home—can be pretty boring. Super-smart animals would probably get totally stressed out, says Serpell. Look at it this way: if dogs were any smarter, they probably wouldn't choose to hang around with us.

**22** Which of the following most nearly means the same as the phrase "to earn a living as a chicken" in paragraph 9?

- (A) to purchase
- (B) to survive
- (C) to perform
- (D) to learn

**23** What does the phrase "Monkeys wipe the floor with dogs . . ." in paragraph 6 mean?

- (A) Monkeys have learned to clean floors.
- (B) Monkeys are neater than dogs.
- (C) Monkeys perform better than dogs.
- (D) Monkeys like to compete with dogs.

24 According to paragraph 7, how are monkeys and dogs different?

- (A) Monkeys learn quickly, but dogs learn slowly.
- (B) Monkeys are willing to take tests, but dogs dislike taking them.
- (C) Monkeys investigate new things, but dogs shy away from them.
- (D) Monkeys do not like working with humans, but dogs do.

25 According to the article, what makes humans think that dogs are smart?

- (A) Dogs do things that humans want them to do.
- (B) Dogs perform well on tests designed for humans.
- (C) Dogs are able to communicate with humans.
- (D) Dogs wait patiently for humans to come home.

26 According to the article, which of the following statements is true?

- (A) Bigger animals are smarter than smaller animals.
- (B) Animals cannot learn to do anything they are not born knowing how to do.
- (C) The smartest animals make the best pets.
- (D) Most animals are as smart as they need to be.

27 What is the main idea of this article?

- (A) Scientists have proven that monkeys are smarter than dogs because monkeys can count.
- (B) A University of Toronto research group discovered how to accurately measure animal intelligence.
- (C) Dogs are smarter than other animals because dogs think more like humans.
- (D) Animals have different levels of intelligence that can be measured only with the right tests.

28 Which of the following does the passage say about the tests that are designed for animals?

(A) Monkeys are smarter than dogs because they learn to find the treat under the yellow lid faster.

(B) Tests that are used on all animals are unfair because each animal has different strengths for it to survive.

(C) Dogs are good at fetching the paper or a tennis ball.

(D) Dogs are tested based on something that a dog wants to do.

*In Langston Hughes's poem "Aunt Sue's Stories," Aunt Sue tells a child about his ancestors. Read the poem and answer the questions that follow.*

## **Aunt Sue's Stories**

by Langston Hughes

1. Aunt Sue has a head full of stories.

Aunt Sue has a whole heart full of stories.

Summer nights on the front porch

Aunt Sue cuddles a brown-faced child to her bosom

2. And tells him stories.

Black slaves

Working in the hot sun,

And black slaves

Walking in the dewy night,

3. And black slaves

Singing sorrow songs on the banks of a mighty river

Mingle themselves softly

In the flow of old Aunt Sue's voice,

Mingle themselves softly

4. In the dark shadows that cross and recross

Aunt Sue's stories.

And the dark-faced child, listening,

Knows that Aunt Sue's stories are real stories.

He knows that Aunt Sue never got her stories

5. Out of any book at all,

But that they came

Right out of her own life.

The dark-faced child is quiet

Of a summer night

6. Listening to Aunt Sue's stories.

29 What do lines 21 and 22 suggest about Aunt Sue's past?

- (A) She may have been a slave.
- (B) She never learned to read.
- (C) She had a happy childhood.
- (D) She has always made up stories.

30 Which word from the poem best shows Aunt Sue's affection for the child?

(A) "Listening"

(B) "softly"

(C) "Singing"

(D) "cuddles"

31 What can the reader learn about Aunt Sue from lines 1 and 2?

(A) She is emotionally connected to her stories.

(B) She remembers what she reads.

(C) She has a great imagination.

(D) She tells stories to make people feel good.

32 In the poem, what is the setting for Aunt Sue's storytelling?

- (A) along the river in the damp night
- (B) in the room where she keeps books
- (C) outside the house in the hot sun
- (D) on her front porch in the evening

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Below is a text a student is using to research how flight has changed over time. Read the text and answer the question that follows.

## **Amelia Earhart**

by Library of Congress

Amelia Earhart was born in Atchison, Kansas, on July 24, 1897. In those days, airplanes were not as common as they are today. Earhart was 12 years old before she ever saw an airplane, and she did not take her first flight until 1920. Amelia Earhart was so thrilled by her first airplane ride that she quickly began to take flying lessons.

Earhart excelled as a pilot. She was invited to become the first woman passenger to cross the Atlantic Ocean in a plane. "The idea of just going as 'extra weight' did not appeal to me at all," she said, but she accepted the offer nonetheless. On June 17, Amelia Earhart flew in a plane named Friendship with co-pilots Wilmer "Bill" Stultz and Louis "Slim" Gordon. The plane landed at Burry Port, South Wales, with just a small amount of fuel left.

Today, pilots routinely cross the Atlantic in about seven hours. How long was Earhart's flight? Earhart's first trip across the Atlantic took more than 20 hours! Following the trip, she was given parties and even a ticker tape parade down Broadway in New York City. President Coolidge called to congratulate her on crossing the Atlantic.

Library of Congress. "Amelia Earhart." America's Story. [http://www.americaslibrary.gov/aa/earhart/aa\\_earhart\\_subj.html](http://www.americaslibrary.gov/aa/earhart/aa_earhart_subj.html)

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*Read the transcript from the video titled, "Amelia Earhart: Life and Disappearance." Then answer the questions.*

## **Amelia Earhart: Life and Disappearance**

by Watchmojo

She is the most famous female pilot in history. Welcome to Watchmojo.com and today we will be learning more about the life and accomplishments of Amelia Earhart.

Born July 24th, 1897, in Atchison, Kansas, Earhart first became interested in air travel after witnessing a flying exhibition by an ace pilot in her late teens. In 1920, she and her father took a trip to an airfield for a 10-minute flight. Following this, she took odd jobs to earn the money to pay for flying lessons, which she finally began on January 3rd, 1921.

To fit in with other female pilots, Earhart chopped off her hair and donned a worn leather jacket which fit with her tomboy image. By October of 1922, she was already setting records, becoming the first woman to fly to fourteen thousand feet. Finally on May 15th, 1923, she was issued her pilot's license, making her only the sixteenth woman to have one.

While she was admired by some as a preeminent female pilot, others merely qualified her skill as adequate. Either way, she had amassed an impressive 500 unaccompanied flying hours by 1927.

After Charles Lindbergh flew solo across the Atlantic in 1927, Earhart was approached to be the first woman to do so. Though she did not actually pilot the plane, her trip was successful and she and her team were greeted with great fanfare upon their return to the United States. Following this triumph, Earhart's celebrity grew, and she signed on to write a book, go on speaking tours and endorse various products.

In August of 1928, she became the first woman to fly across North America and back. It was also around this time that Earhart was proposed to by George P. Putnam, who had helped plan and promote her trans-Atlantic flight. The two were finally married on February 7th, 1931.

It was the next year at the age of 34 that she successfully flew solo non-stop across the Atlantic. She set a number of other records, both as a woman and as a pilot. But her biggest triumph was to be a flight across the world in 1937. After a first attempt in March failed, a second attempt was planned for June. Earhart and navigator Fred Noonan departed on the first of the month, finally arriving in New Guinea on June 29th. Seven thousand miles remained on the flight, all of it over the Pacific Ocean.

Departing from New Guinea three days later, the aviators planned to land on Howland Island. However upon their approach, the pair was unable to locate the island and was running low on gas. After a number of voice transmissions from the aircraft, contact was eventually lost. An official search began almost immediately, and Putnam also funded a search of the area, but ultimately she remained lost. On January 5th, 1939 Amelia Earhart was declared legally dead.

For years, mystery has surrounded Earhart's disappearance. Conspiracy theorists have suggested the possibility that she was a spy, or assumed a new identity. She may have crashed in the ocean, or she may have landed on a different island and ultimately perished. No matter what her fate, her legacy lives on as a central figure in the effort to bring air travel into the public consciousness, and as a pioneer for women's issues.

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*Read the passage from the novel Black Beauty: The Autobiography of Horse. Then, answer the questions.*

## **Black Beauty: The Autobiography of a Horse**

by Anna Sewell

<sup>1</sup> Every one may not know what breaking in is, therefore I will describe it. It means to teach a horse to wear a saddle and bridle, and to carry on his back a man, woman or child; to go just the way they wish, and to go quietly. Besides this he has to learn to wear a collar, a crupper, and a breeching, and to stand still while they are put on; then to have a cart or chaise fixed behind, so that he cannot walk or trot without dragging it after him; and he must go fast or slow, just as his driver wishes. He must never start at what he sees, nor speak to other horses, nor bite, nor kick, nor have any will of his own; but always do his master's will, even though he may be very tired or hungry; but the worst of all is, when his harness is once on, he may neither jump for joy nor lie down for weariness. So you see this breaking in is a great thing.

<sup>2</sup> I had of course been used to a halter and a headstall, and to be led about in the fields and lanes quietly, but now I was to have a bit and bridle; my master gave me some oats as usual, and after a good deal of coaxing he got the bit into my mouth, and the bridle fixed, but it was a nasty thing! Those who have never had a bit in their mouths cannot think how bad it feels; a great piece of cold hard steel as thick as a man's finger to be pushed into one's mouth, between one's teeth, and over one's tongue, with the ends coming out at the corner of your mouth, and held fast there by straps over your head, under your throat, round your nose, and under your chin; so that no way in the world can you get rid of the nasty hard thing; it is very bad! Yes, very bad! At least I thought so; but I knew my mother always wore one when she went out, and all horses did when they were grown up; and so, what with the nice oats, and what with my master's pats, kind words, and gentle ways, I got to wear my bit and bridle.

<sup>3</sup> Next came the saddle, but that was not half so bad; my master put it on my back very gently, while old Daniel held my heed; he then made the girths fast under my body, patting and talking to me all the time; then I had a few oats, then a little leading about; and this he did every day till I began to look for the oats and the saddle. At length, one morning, my master got on my back and rode me round the meadow on the soft grass. It certainly did feel queer; but I must say I felt rather proud to carry my master, and as he continued to ride me a little every day I soon became accustomed to it.

Black Beauty: The Autobiography of a Horse—Public Domain

**33 Part A**

As used in paragraph 2 of the passage from *Black Beauty: The Autobiography of a Horse*, what is the meaning of the word **fast**?

- (A) cheerfully
- (B) securely
- (C) carefully
- (D) quickly

**34 Part B**

As used in paragraph 2, which phrase supports the meaning of the word **fast**?

- (A) "...cannot think how bad it feels..."
- (B) "...no way in the world can you get rid of the nasty hard thing...."
- (C) "...I knew my mother always wore one when she went out...."
- (D) "...and what with my master's pats, kind words, and gentle ways...."

**35** Part A

How does the horse feel about wearing riding gear in the passage from *Black Beauty: The Autobiography of a Horse*?

- (A) The horse dislikes wearing the gear and will never get used to wearing it.
- (B) The horse is displeased with wearing the gear but learns to accept it.
- (C) The horse believes the saddle is the worst part of wearing the gear.
- (D) The horse wishes to be like his mother and enjoy wearing the gear.

Which **two** statements support the correct answer to Part A?

- (A) Being broken in means to carry a man, woman, or child on his back.
- (B) A bit is placed in the horse's mouth and is held by a strap over the head.
- (C) The horse's mother always wore a bit when she went out.
- (D) The horse complained about how uncomfortable the bit felt in his mouth.
- (E) In the story, the master rides the horse around a meadow.
- (F) The horse enjoys the attention he receives from wearing his saddle.

Which paragraph is the **best** summary of the passage from *Black Beauty: The Autobiography of a Horse*?

(A) The narrator is upset by having to be broken in. Although he eventually lets his master ride him, he never gets used to the feeling of having to wear a bit and bridle.

(B) The narrator explains what is involved when breaking in a horse and warns that horses must always follow their master's wishes. He describes how unpleasant it is to wear a bit and bridle. Eventually, he gets used to being broken in and feels proud to be ridden by his master.

(C) The narrator describes how nice it is to be broken in and to be led around by a rider. As a treat for wearing a bit and bridle, his master gives him oats to eat. Eventually, the narrator begins looking forward to wearing a saddle and being ridden by his master.

(D) The narrator is thinking about how he was broken in so that his master can ride him. He explains that he had been used to a halter and harness but now he has to wear a bit and bridle.

**38** Part B

Which sentence should be included in the summary in Part A?

- (A) The narrator explains that having a bit in his mouth feels bad.
- (B) The narrator speaks of how his mother wore a bit.
- (C) The narrator's master used to lead him about in the fields.
- (D) The narrator's master slowly allowed him to get used to wearing a saddle.

Read the passage from the book *A Woman Who Went to Alaska*. Then answer the questions.

## **A Woman Who Went to Alaska**

by May Kellogg Sullivan

### **THE RUSH.**

<sup>1</sup> Since the discovery of gold by George Carmack on Bonanza Creek in September 1896, the growth of this country has been phenomenal, more especially so to one who has visited and is familiar with Dawson and the Klondyke mining section.

<sup>2</sup> As to the entire yield of gold from the Klondyke Creeks, none can say except approximately; for the ten percent royalty imposed by the Canadian government has always met a phase of human nature which prompts to concealment and dishonesty, so that a truthful estimate cannot be made.

<sup>3</sup> The Canadian Dominion government is very oppressive. Mining laws are very arbitrary and strictly enforced. A person wishing to prospect for gold must first procure a miner's license, paying ten dollars for it. If anything is discovered, and he wishes to locate a claim, he visits the recorder's office, states his business, and is told to call again. In the meantime, men are sent to examine the locality and if anything of value is found, the man wishing to record the claim is told that it is already located. The officials seize it. The man has no way of ascertaining if the land was properly located, and so has no redress. If the claim is thought to be poor, he can locate it by the payment of a fifteen dollar fee.

<sup>4</sup> One half of all mining land is reserved for the crown, a quarter or more is gobbled by corrupt officials, and a meager share left for the daring miners who, by braving hardship and death, develop the mines and open up the country.

<sup>5</sup> "Any one going into the country has no right to cut wood for any purpose, or to kill any game or catch any fish, without a license for which a fee of ten dollars must be paid. With such a license it is unlawful to sell a stick of wood for any purpose, or a pound of fish or game." The law is strictly enforced. To do anything, one must have a special permit, and for every such permit he must pay roundly.

<sup>6</sup> The story is told of a miner in a hospital who was about to die. He requested that the Governor be sent for. Being asked what he wanted with the Governor, he replied: "I haven't any permit, and if I should undertake to die without a permit, I should get myself arrested."

<sup>7</sup> It is a well-known fact that many claims on Eldorado, Hunker and Bonanza Creeks have turned out hundreds of thousands of dollars. One pan of gravel on Eldorado Creek yielded \$2,100. Frank Dinsmore on Bonanza Creek took out ninety pounds of solid gold or \$24,480 in a single day. On Aleck McDonald's claim on Eldorado, one man shoveled in \$20,000 in twelve hours. McDonald, in two years, dug from the frozen ground \$2,207,893. Charley Anderson, on Eldorado, panned out \$700 in three hours. T.S. Lippy is said to have paid the Canadian government \$65,000 in royalties for the year 1898 and Clarence Berry about the same.

<sup>8</sup> On Skukum Gulch \$30,000 were taken from two boxes of dirt. Frank Phiscator of Michigan, after a few months' work, brought home \$100,000 in gold, selling one-third of his claim interests for \$1,333,000, or at the rate of \$5,000,000 for the whole.

<sup>9</sup> When a man is compelled to pay one thousand dollars out of every ten thousand he digs from the ground, he will boast little of large "clean-ups"; and for this reason it is hard to estimate the real amount of gold extracted from the Klondyke mines.

"A Woman Who Went to Alaska"—Public Domain

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*Read this poem about the Kentucky farmer who invented a workable wireless telephone—the first step toward the cell phone—more than a hundred years ago. Then, answer the questions.*

## **A Call Answered Too Soon**

by



A tinkerer at heart,  
creating what his mind imagined  
Nathan Stubblefield answered the call:  
the call to greatness—  
<sup>5</sup> wireless telephony.  
Growing melons the size of dreams  
on a farm in Murray, Kentucky,  
reading and conducting  
backyard experiments,  
<sup>10</sup> he knew a secret or two  
a better way of transporting sound.

But with a family to feed

and acres of land to cover with melon seeds,

why did he answer this call?

<sup>15</sup> “Because the world needs a wireless telephone,”

a voice inside seemed to say.

Sacrifice he would, feeding his family more melons—

melon pie, melon sandwiches, melon steaks—

making donations of his precious

<sup>20</sup> little time and money

to the needs of future generations.

Why not a philanthropist be?

Then again,

great inventions tend to end

<sup>25</sup> in fame and fortune

commanding the respect of all civilization.

So, more seriously—why not?

Neither woods nor mortar

could stop his message.

<sup>30</sup> Rods in the ground, properly placed

provided the power he needed—

the earth, his battery,

carried his voice to his son a quarter mile away.

He answered the impatient call;

<sup>35</sup> a flurry of failures led to success.

His attempts united in a phone without wires.

His voice traveled clearly

without wires or *deception*,

but sadly, his phone went nowhere . . .

<sup>40</sup> Perhaps poor Nathan Stubblefield

answered the call to greatness

too soon,

perhaps before the phone even rang—

understanding more about electricity than people,

<sup>45</sup> knowing more about batteries than business,

seeking no patent for this.

Without fortune or fame

or even a “Thanks,”

the genius farmer retired from people,

<sup>50</sup> from hope, from life.

Oh, he received some compensation,

but it came too late:

a monument erected in his honor

in Murray, Kentucky;

<sup>55</sup> a few sad biographies posted

on the World Wide Web.

A handful of decades after the fateful call,

Stubblefield’s idea made more sense.

His idea was grabbed and expanded.

<sup>60</sup> Only much later did we understand

the cell phone concept was part of

Stubblefield's everyday thought.

The poor man lost his farm, his dignity,

and he earned only the wrath of his family,

<sup>65</sup> all for a call answered

a little too soon.