



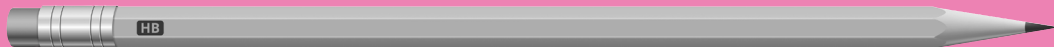
COLORADO TESTS
BY COLORADO TEACHERS

Colorado Measures of Academic Success



Grade 6

Reading and Writing English Language Arts



Paper Practice Resource for Students

Paper Practice Resource for Students

The Colorado Measures of Academic Success (CMAS) is Colorado’s standards-based assessment program designed to measure the Colorado Academic Standards (CAS) in the content areas of science, social studies, English language arts, and mathematics. The sample items included in this resource provide students with an opportunity to become familiar with the format of test items that appear in the paper-based test books.

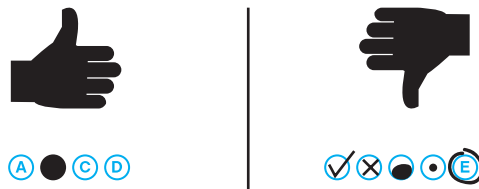
While the use of the sample items is not required, it is strongly encouraged to help ensure students are familiar with the types of items they may encounter while taking the paper-based test.

The sample item sections in the CMAS Practice Resources are not intended to be representative of a complete section or test, nor are they intended to cover all assessed content or item types. To view assessment frameworks, high level blueprints, scoring rubrics, evidence statements and standards for the CMAS assessments, visit <https://ed.cde.state.co.us/assessment/cmas-testdesign>.

Item Types

Selected Response Items

Selected response items are multiple choice questions. To respond, the student indicates their response by filling in the circle(s) next to their answer choice.



Constructed Response Items

Constructed response items are questions or prompts that require an independent, written response. To respond, the student writes his or her answer in the response box in the test book.

Converted Online Technology-Enhanced Item Types

Online technology-enhanced items converted to the paper testing format may ask students to:

- Circle the correct answer
- Complete a table with checkmarks, Xs, or letters from a list of answer choices
- Fill in the blank
- Draw lines from boxes to correct answers
- Complete a bar graph or histogram

SECTION 1

Today you will read three passages about the impacts of two important historical figures. You will read the article “A Century of Blossoms.” Then you will read a passage from “Helen Herron Taft” and a passage from “Eliza Scidmore.” As you review these sources, you will gather information and answer questions so that you can create a written response about how the sources are related.

Read the article “A Century of Blossoms.” Then answer questions 1 and 2.

A Century of Blossoms

by Patricia A. Miller

Japanese cherry trees come to the U.S. capital.

- 1 Eliza Ruhamah Scidmore wished to turn the “old dump heaps” along the Potomac River Basin in Washington, D.C., into a beautiful park by planting Japanese cherry trees. But no one listened.
- 2 Eliza, who had grown up in the capital during the Civil War, didn’t want to become a mother, nurse, or teacher like other girls of her time. Instead, she became a successful writer of articles and books, earning enough money to travel the world. She also became the first woman elected to the board of the National Geographic Society. Still active today, the society is committed to exploring and protecting our planet.
- 3 In 1885, Eliza visited her brother, a diplomat, in Japan. There, she strolled through “a mile-long tunnel of [cherry] blossoms,” a favorite pastime for “the million inhabitants” of Tokyo.
- 4 After returning home a year later, Eliza took her cherry tree photographs to the man in charge of the Washington parks, recalling, “He listened amiably¹ and sent me on.”
- 5 Not giving up, she waited four years for a new park superintendent to be appointed. Eliza said, “He listened patiently and seriously to my fairy tales,” but still, “nothing happened.”
- 6 In 1893, she went to another park superintendent who said, “Yes! And when the cherries are ripe we would have to keep the park full of police day and night. The boys would climb the trees to get the cherries and break all the branches!”

¹amiably—in a friendly manner

- 7 "But these cherry trees do not bear cherries. Only blossoms," Eliza Scidmore said.
- 8 "What! No cherries! . . . What good is that sort of a cherry tree?"
- 9 For more than 20 years, Eliza campaigned for the planting of Japanese cherry trees. Each new park superintendent said no.
- 10 Then, in 1909, William Howard Taft became President. Eliza knew that the Tafts had visited Japan and had seen the blossoming cherry trees there.
- 11 On April 5, Eliza wrote to Mrs. Taft. Two days later, Mrs. Taft replied:
- Thank you very much for your suggestion about the cherry trees. I have taken the matter up and am promised the trees, but I thought perhaps it would be best to make an avenue of them, extending down to the turn in the road, as the other part is still too rough to do any planting. Of course, they could not reflect in the water, but the effect would be very lovely of the long avenue. Let me know what you think about this.
- Sincerely yours,
- HELEN H. TAFT
- 12 Mrs. Taft worked quickly and had all available Japanese cherry trees purchased from local nurseries.
- 13 After Mrs. Taft instructed the park superintendent where to plant them, he replied, "But I have planted elm trees along that road."
- 14 "Take them up!" Mrs. Taft exclaimed.
- 15 Eliza wrote, "The eighty pioneer [cherry] trees were in their places on the next Saturday afternoon."
- 16 The day after Mrs. Taft wrote to Eliza, a Japanese scientist named Dr. Jokichi Takamine happened to be visiting Washington with his diplomat friend Kokichi Midzuno. Dr. Takamine had tried to get Japanese cherry trees planted in New York City. But, similar to Eliza's efforts, no one listened to him.
- 17 When he heard Mrs. Taft wanted to plant even more cherry trees in Washington, Dr. Takamine asked his friend, "Will you find out if Mrs. Taft will accept 1,000 cherry trees? In fact, I had better give 2,000 trees. She will need them to make any show."

- 18 The two men met with Mrs. Taft. Soon after, she sent them a note accepting the gift of trees.
- 19 Dr. Takamine donated the trees in the name of Tokyo, Japan, to honor the city rather than himself.
- 20 Tokyo officials shipped the trees in December 1909, but U.S. inspectors found that they were infested with insects and infected with diseases. All but “a few of the buggiest trees” were burned. The rest were saved to study.
- 21 When Dr. Takamine heard, he immediately paid for more trees.
- 22 Japanese officials made sure that younger, completely healthy trees were prepared. Two years later, 3,020 trees arrived in Washington, D.C.
- 23 On March 27, 1912, Mrs. Taft and the wife of the Japanese ambassador, Viscountess Chinda, planted the first two trees. Eliza Scidmore, Ambassador Chinda, and the park superintendent, Colonel Spencer Cosby, watched. Those two trees still live today.
- 24 Since 1912, millions of people have visited Washington, D.C., to see the Japanese cherry trees blooming in West Potomac Park. Children play among the petals, which fall from the trees like pink and white snow.
- 25 After decades of hard work and never giving up, Eliza Scidmore saw her dream come true. Washington, D.C., with its blossoming Japanese cherry trees, is indeed a beautiful place to visit.

“A Century of Blossoms” by Patricia A. Miller from HIGHLIGHTS FOR CHILDREN, April 2017. Copyright © 2017 by Highlights for Children, Inc. All rights reserved.

1. Part A

Why is paragraph 12 important to the development of the article “A Century of Blossoms”?

- ☐ Ⓐ It illustrates how Mrs. Taft was aware of the challenges of Eliza’s plan.
- ☐ Ⓑ It shows how Mrs. Taft wanted to take credit for Eliza’s idea.
- ☐ Ⓒ It illustrates Mrs. Taft’s doubts about Eliza’s plan.
- ☐ Ⓓ It shows Mrs. Taft’s support of Eliza’s idea.

Part B

Which action **best** serves the same purpose as the answer to Part A?

- ☐ Ⓐ Colonel Spencer Cosby’s presence at the planting of the first two trees
- ☐ Ⓑ the Washington park superintendent’s worry about the trees
- ☐ Ⓒ Dr. Takamine’s offer to double the number of trees
- ☐ Ⓓ the U.S. inspectors’ burning of the diseased trees

2. Part A

In the article “A Century of Blossoms,” which argument does the superintendent use to dismiss Eliza Scidmore’s idea to plant cherry trees in Washington, D.C.?

- Ⓐ The imported cherry trees had too many insects and diseases to plant on American soil.
- Ⓑ Young boys would climb the trees and break the branches attempting to get cherries.
- Ⓒ The ground along the Potomac was too hard and rough to effectively plant the trees.
- Ⓓ The city had already planted elm trees along the avenue.

Part B

Which evidence from the article suggests that the superintendent’s argument is flawed?

- Ⓐ “. . . these cherry trees do not bear cherries.” (paragraph 7)
- Ⓑ “. . . but I thought perhaps it would be best to make an avenue of them, extending down to the turn in the road. . . .” (paragraph 11)
- Ⓒ “. . . ‘The eighty pioneer [cherry] trees were in their places on the next Saturday. . . .’” (paragraph 15)
- Ⓓ “. . . officials made sure that younger, completely healthy trees were prepared.” (paragraph 22)

Read the passage from “Helen Herron Taft.” Then answer questions 3 and 4.

from “Helen Herron Taft”

by Allida Black

- 1 As “the only unusual incident” of her girlhood, “Nellie” Herron Taft recalled her visit to the White House at 17 as the guest of President and Mrs. Hayes, intimate¹ friends of her parents. Fourth child of Harriet Collins and John W. Herron, born in 1861, she had grown up in Cincinnati, Ohio, attending a private school in the city and studying music with enthusiasm.
- 2 The year after this notable visit she met “that adorable Will Taft,” a tall young lawyer, at a sledding party. They found intellectual interests in common; friendship matured into love; Helen Herron and William Howard Taft were married in 1886. A “treasure,” he called her, “self-contained, independent, and of unusual application.” He wondered if they would ever reach Washington “in any official capacity” and suggested to her that they might—when she became Secretary of the Treasury!
- 3 No woman could hope for such a career in that day, but Mrs. Taft welcomed each step in her husband’s: state judge, Solicitor General² of the United States, federal circuit judge. In 1900 he agreed to take charge of American civil government in the Philippines. By now the children numbered three: Robert, Helen, and Charles. The delight with which she undertook the journey, and her willingness to take her children to a country still unsettled by war, were characteristic of this woman who loved a challenge. In Manila she handled a difficult role with enthusiasm and tact; she relished travel to Japan and China, and a special diplomatic³ mission to the Vatican.
- 4 Further travel with her husband, who became Secretary of War in 1904, brought a widened interest in world politics and a cosmopolitan⁴ circle of friends. His election to the Presidency in 1908 gave her a position she had long desired.

¹intimate—close

²Solicitor General—a lawyer who assists the attorney general

³diplomatic—involving the improvement of relationships

⁴cosmopolitan—influenced by different countries

- 5 As First Lady, she still took an interest in politics but concentrated on giving the administration a particular social brilliance. Only two months after the inauguration she suffered a severe stroke. An indomitable⁵ will had her back in command again within a year. At the New Year's reception for 1910, she appeared in white crepe⁶ embroidered with gold—a graceful figure. Her daughter left college for a year to take part in social life at the White House, and the gaiety⁷ of Helen's debut enhanced the 1910 Christmas season.
- 6 During four years famous for social events, the most outstanding was an evening garden party for several thousand guests on the Tafts' silver wedding anniversary⁸, June 19, 1911. Mrs. Taft remembered this as "the greatest event" in her White House experience. Her own book, *Recollections of Full Years*, gives her account of a varied life. And the capital's famous Japanese cherry trees, planted around the Tidal Basin at her request, form a notable memorial.

Allida Black © 2009 by the White House Historical Association.

⁵indomitable—very determined

⁶white crepe—a lightweight crinkled fabric

⁷gaiety—happiness

⁸silver wedding anniversary—25th anniversary

3. Part A

How is Helen Taft introduced in the passage from “Helen Herron Taft”?

- Ⓐ She is introduced by first discussing her husband, William Taft, who was an American president.
- Ⓑ She is introduced by describing an early experience that foreshadowed her later life.
- Ⓒ She is introduced by first providing important details of her birth.
- Ⓓ She is introduced by listing her contributions.

Part B

Select **two** details from the passage that **best** support the answer to Part A.

- Ⓐ “As ‘the only unusual incident’ of her girlhood, ‘Nellie’ Herron Taft recalled her visit to the White House at 17. . . .” (paragraph 1)
- Ⓑ “Fourth child of Harriet Collins and John W. Herron, born in 1861 . . .” (paragraph 1)
- Ⓒ “The year after this notable visit she met ‘that adorable Will Taft. . . .’” (paragraph 2)
- Ⓓ “As First Lady, she still took an interest in politics. . . .” (paragraph 5)
- Ⓔ “During four years famous for social events, the most outstanding was an evening garden party. . . .” (paragraph 6)
- Ⓕ “Mrs. Taft remembered this as ‘the greatest event. . . .’” (paragraph 6)

4. Complete an analysis of the argument in the passage from “Helen Herron Taft” by circling the correct words in each box to complete the sentences.

In the passage from “Helen Herron Taft,” the author claims that Helen Taft was a woman who “loved a challenge.” This

characteristic is highlighted when she _____ and

traveled to the Philippines
attended a sledding party
studied music in college

when she _____.

hosted her silver wedding anniversary
handled a difficult role in Manila
traveled to Japan and China

Additionally, she _____, which has

had cherry trees planted in the capital
became Secretary of the Treasury
wrote her autobiography

become a distinct memorial to her tireless spirit.

Read the passage from “Eliza Scidmore.” Then answer questions 5 and 6.

from “Eliza Scidmore”

- 1 The Scidmore Glacier in Glacier Bay National Park is little noticed by most visitors, but its name is a testament¹ to one of the area’s most interesting and intrepid² visitors: Eliza Ruhamah Scidmore. Eliza was an independent world traveler, writer, and ersatz³ diplomat at a time when social norms kept women at home.
- 2 Scidmore (pronounced “Sid-more”) was born in 1856 in Iowa. After attending Oberlin College, she took a job writing society columns for newspapers. However, Eliza wanted to see something more of the world and in 1883 she purchased a ticket to Alaska. Eliza traveled with Captain James Carroll on the steamship *Idaho* through Southeast Alaska, including stops in Glacier Bay. She wrote newspaper and magazine articles about her travels and in 1885 published the first Alaska travel guide. While in Glacier Bay, Scidmore described meeting Tlingit families hunting in Glacier Bay for the summer; interactions with Dick Willoughby, one of the first white settlers in the area; and the efforts Captain Carroll took to get the *Idaho* to the face of a tidewater glacier. Of the Muir Glacier she wrote: “Words and dry figures can give one little idea of the grandeur of this glacial torrent flowing steadily and solidly into the sea, and the beauty of the fantastic ice front, shimmering with all the prismatic⁴ hues, beyond imagery or description.” These publications and others influenced the opening of Alaska to western tourism.
- 3 In the decades after her visit to Alaska, Scidmore worked on projects of lasting importance. In 1890, she joined the new National Geographic Society. Over the next twenty years, Scidmore contributed to the Society as a writer, editor, photographer, lecturer, and sat on the Board of Managers, the first woman to do so.
- 4 Scidmore’s most visual legacy is the cherry trees in Washington, D.C. Eliza visited Japan for the first time in 1885 and returned many times thereafter. Convinced that Japan’s cherry trees would beautify Washington, D.C., Eliza worked with First Lady Helen Taft, the manager of Washington area parks, and representatives of Japan to plant cherry trees. The project faced many setbacks, but eventually succeeded.

¹testament—tribute

²intrepid—fearless

³ersatz—substitute

⁴prismatic—very colorful

5 Glacier Bay's Scidmore Glacier is nestled on the side of the Fairweather Mountains. This small glacier commemorates a woman who shared the beauty she found in the world with others.

From "Eliza Scidmore"—Public Domain/National Park Service

5. Part A

In the passage from “Eliza Scidmore,” what is the meaning of the word **torrent** as it is used in paragraph 2?

- Ⓐ fascination
- Ⓑ frost
- Ⓒ sparkle
- Ⓓ stream

Part B

Which detail from paragraph 2 **best** supports the answer to Part A?

- Ⓐ “. . . flowing steadily . . .”
- Ⓑ “. . . the beauty of the fantastic ice front . . .”
- Ⓒ “. . . shimmering with all the prismatic hues . . .”
- Ⓓ “. . . beyond imagery . . .”

6. Part A

In the passage from “Eliza Scidmore,” how does the author support the claim that Eliza Scidmore was interesting and bold?

- Ⓐ by highlighting her accomplishments and adventures
- Ⓑ by emphasizing her relationship with the First Lady
- Ⓒ by discussing the cherry trees in Washington, D.C.
- Ⓓ by quoting her publications

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ “Scidmore (pronounced ‘Sid-more’) was born in 1856 in Iowa.” (paragraph 2)
- Ⓑ “After attending Oberlin College, she took a job writing society columns for newspapers.” (paragraph 2)
- Ⓒ “Over the next twenty years, Scidmore contributed to the Society . . . and sat on the Board of Managers, the first woman to do so.” (paragraph 3)
- Ⓓ “The project faced many setbacks, but eventually succeeded.” (paragraph 4)

Refer to the article “A Century of Blossoms” and the passage from “Eliza Scidmore.” Then answer question 7.

7. The article “A Century of Blossoms” and the passage from “Eliza Scidmore” emphasize different ideas in their depictions of the characteristics of Eliza Scidmore. Show the ideas that are emphasized in the sources by writing one **X** in each row.

Idea	“A Century of Blossoms”	from “Eliza Scidmore”	Both Passages
champion of the Alaska wilderness			
acquaintance of the First Lady			
National Geographic Society member			
campaigns for twenty years to plant cherry trees			

Refer to the article "A Century of Blossoms," the passage from "Helen Herron Taft," and the passage from "Eliza Scidmore." Then answer question 8.

- 8.** You have read the article “A Century of Blossoms,” a passage from “Helen Herron Taft,” and a passage from “Eliza Scidmore.” Consider how the authors describe their topics.

Write an essay analyzing how the authors of the sources take different approaches in describing the bravery and achievements of Helen Herron Taft and Eliza Scidmore. Support your response with evidence from the **three** passages.

[illegible]

A blank sheet of lined paper with 20 horizontal blue lines and a pink border. The lines are evenly spaced and extend across the width of the page. The border is a thin pink line that frames the entire sheet.

[illegible]

A blank sheet of lined paper with 20 horizontal blue lines and a pink border. The lines are evenly spaced and extend across the width of the page. The border is a thin pink line that frames the entire page.

Read the passage from “All Roads Lead to Chaco Canyon.” Then answer questions 9 through 12.

from “All Roads Lead to Chaco Canyon”

by Karen Gibson

- 1 Engineers, astronomers, architects, masons, craftsmen, farmers, and tradesmen—the ancient Pueblo people were all these and more. And the cultural center of this amazing Puebloan civilization was Chaco Canyon, where all roads led for trading, ceremonies, and more.
- 2 Chaco is a long canyon in New Mexico’s San Juan Basin. It features thirteen large villages, each of which consists of hundreds of rooms. The Pueblo people who lived there from A.D. 800 to 1150 are referred to as Chacoans.
- 3 The Chacoans built great houses on the canyon floor and on the mesas. The first houses were built with mortar made of dirt and water. By the eleventh century, the dwellings’ inner walls were constructed with a core of rubble and facing wall stones. Sandstone was shaped and pieced together with small amounts of mortar for the outer walls.
- 4 Pueblo Bonito was one of the first of the great houses to be found. More than 600 rooms and 40 kivas¹ are in this four-level dwelling. It is believed that the farming community at Pueblo Bonito probably understood and practiced astronomy. Evidence of this is the discovery of two openings in Pueblo Bonito that were aligned to catch the sunlight on only one day each year—the winter solstice. This suggests that the Chacoans understood solar (sun) and lunar (moon) changes.
- 5 Casa Rinconada, at the south side of Chaco Canyon, may have had a similar device to indicate the summer solstice. It also contained the largest known great kiva in Chaco, one of the largest in the Southwest.

¹kivas—buildings used for ceremonial or political gatherings



The great kiva in the plaza of Pueblo Bonito

- 6 Pueblo del Arroyo, like Pueblo Bonito, was a D-shaped, multilevel, apartment-like house built in stages (280 rooms and more than 20 kivas). A three-wall structure, one of only a few known in the Southwest, attached to the rear wall. Each floor was made of layers of beams, poles, sticks, bark, and adobe. The beams have helped archaeologists put an age to the dwellings at Chaco Canyon. By examining the tree rings of the wood used, they can tell us what year a dwelling was built. . . . At Chaco, the last tree ring date is A.D. 1132.
- 7 More than four hundred miles of interlocking ancient roads have been discovered around Chaco Canyon. These are not simply worn pathways. Rather, they are roads as wide as thirty feet, indicating the engineering knowledge of the Chacoans. The widest sections of the roads—double and quadruple segments—have been found closest to the Chaco Canyon great houses. Pueblo Alto, a great house built on top of a mesa, was the junction of several of these roads.
- 8 Chaco Canyon is a desert environment. Its lack of water would have made farming difficult. One theory about Chaco is that the great houses were public houses. They may have been designed to manage and distribute the food supply as well as used for trading. One piece of evidence leading to this theory is that excavations² at Pueblo Alto indicate that only one in twenty rooms showed signs of being used for human habitation.

²excavations—projects to dig and remove earth

- 9 A widespread trade network was almost certainly in place at Chaco Canyon. Many carved objects discovered at the Chetro Ketl site . . . were made of materials from as far away as Mexico. The great amounts of turquoise found tell us that raw turquoise had been brought from distant mines. . . . The distinctive black-on-white Cibola pottery excavated at Chaco may have been imported from areas beyond Chaco. Probably only twenty percent of the pottery used at Chaco was made there.
- 10 By the mid-1100s, there was a decline in the Chacoan population. A significant drought, which occurred sometime between A.D. 1130 and 1180, may have driven the people to other areas. Overuse of the land and depletion³ of resources may have been other factors. It also is possible that warfare played a role, although no evidence of conflict has been discovered.
- 11 The ancient Pueblo people of Chaco Canyon organized, planned, and built amazing dwellings and roads. They also designed beautiful turquoise jewelry and objects, carved flutes, and made pottery. But for all the tangible things left by these ancient people, there is still much that is not known.

From "All Roads Lead to Chaco Canyon" by Karen Gibson from COBBLESTONE, September 1999. Copyright © 1999 Cricket Media. All rights reserved.
Photo: Public Domain/National Park Service

³depletion—decrease of a supply

9. Part A

What does the word **significant** mean as it is used in paragraph 10?

- Ⓐ unstable or scattered
- Ⓑ important or serious
- Ⓒ recent or ongoing
- Ⓓ typical or natural

Part B

Which detail from paragraph 10 supports the answer to Part A?

- Ⓐ “. . . which occurred sometime between . . .”
- Ⓑ “. . . may have driven the people to other areas.”
- Ⓒ “Overuse of the land . . .”
- Ⓓ “. . . may have been other factors.”

10. Part A

Which part of the buildings at Chaco Canyon has proven **most** important in helping scientists understand the site?

- Ⓐ the wood-beam floors
- Ⓑ their unique designs
- Ⓒ the type of mortar
- Ⓓ their size

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ "Sandstone was shaped and pieced together with small amounts of mortar for the outer walls." (paragraph 3)
- Ⓑ "More than 600 rooms and 40 kivas are in this four-level dwelling." (paragraph 4)
- Ⓒ "Pueblo del Arroyo, like Pueblo Bonito, was a D-shaped, multilevel, apartment-like house built in stages. . . ." (paragraph 6)
- Ⓓ "By examining the tree rings of the wood used, they can tell us what year a dwelling was built." (paragraph 6)

11. Part A

Based on the passage and the photograph, what can the reader determine about the Chacoans?

- Ⓐ The dry conditions surrounding the structure in the photo support the conclusion that the Chacoans used structures like it for ceremonial gatherings.
- Ⓑ The methods and materials used to build the structure in the photo demonstrate that the Chacoans had developed advanced building techniques.
- Ⓒ The shape of the structure in the photo helps support the claim that the Chacoans had a complex understanding of astronomy.
- Ⓓ The location of the structure in the photo helps support the theory that the Chacoans engaged in far-reaching trade.

Part B

Which paragraph from the passage provides evidence that **best** supports the answer to Part A?

- Ⓐ paragraph 3
- Ⓑ paragraph 5
- Ⓒ paragraph 8
- Ⓓ paragraph 9

12. Part A

Which sentence states a central idea of the passage?

- Ⓐ Chaco Canyon was likely a center of trade and culture for the ancient Pueblo people.
- Ⓑ Harsh conditions did little to affect the success of the civilization at Chaco Canyon.
- Ⓒ Chaco Canyon buildings were often tall and had several different possible uses.
- Ⓓ It remains a mystery where the Pueblo people who lived at Chaco Canyon went.

Part B

Which **two** details **best** support the answer to Part A?

- Ⓐ "The Chacoans built great houses on the canyon floor and on the mesas." (paragraph 3)
- Ⓑ "A three-wall structure, one of only a few known in the Southwest, attached to the rear wall." (paragraph 6)
- Ⓒ "More than four hundred miles of interlocking ancient roads have been discovered around Chaco Canyon." (paragraph 7)
- Ⓓ "Its lack of water would have made farming difficult." (paragraph 8)
- Ⓔ "Probably only twenty percent of the pottery used at Chaco was made there." (paragraph 9)
- Ⓕ "By the mid-1100s, there was a decline in the Chacoan population." (paragraph 10)

This is the end of Section 1.

SECTION 2

Today you will read a passage from *A Single Shard*. As you read, pay attention to the characters and events so that you can answer questions and write a narrative response.

Read the passage from *A Single Shard*. Then answer questions 1 through 5.

from *A Single Shard*

by Linda Sue Park

- 1 Housekeeping complete, Tree-ear left his companion and set off back up the road. This time he did not zigzag between rubbish heaps but strode purposefully toward a small house set apart from the others at a curve in the road.
- 2 Tree-ear slowed as he neared the mud-and-wood structure. He tilted his head, listening, and grinned when the droning syllables of a song-chant reached his ears. The master potter Min was singing, which meant that it was a “throwing” day.
- 3 Min’s house backed onto the beginnings of the foothills and their brushy growth, which gave way to pine-wooded mountains beyond. Tree-ear swung wide of the house. Under the deep eaves at the back, Min kept his potter’s wheel. He was there now, his gray head bent over the wheel, chanting his wordless song.
- 4 Tree-ear made his way cautiously to his favorite spot, behind a paulownia tree whose low branches kept him hidden from view. He peeped through the leaves and caught his breath in delight. Min was just beginning a new pot.
- 5 Min threw a mass of clay the size of a cabbage onto the center of the wheel. He picked it up and threw it again, threw it several times. After one last throw he sat down and stared at the clay for a moment. Using his foot to spin the base of the wheel, he placed dampened hands on the sluggardly lump, and for the hundredth time Tree-ear watched the miracle.
- 6 In only a few moments the clay rose and fell, grew taller, then rounded down, until it curved into perfect symmetry. The spinning slowed. The chant, too, died out and became a mutter of words that Tree-ear could not hear.

- 7 Min sat up straight. He crossed his arms and leaned back a little, as if to see the vase from a distance. Turning the wheel slowly with his knee, he inspected the graceful shape for invisible faults. Then, "Pah!" He shook his head and in a single motion of disgust scooped up the clay and slapped it back onto the wheel, whereupon it collapsed into an oafish lump again, as if ashamed.
- 8 Tree-ear opened his mouth to let out his breath silently, only then realizing that he had been keeping it back. To his eyes the vase had been perfect, its width half its height, its curves like those of a flower petal. Why, he wondered, had Min found it unworthy? What had he seen that so displeased him?
- 9 Min never failed to reject his first attempt. Then he would repeat the whole process. This day Tree-ear was able to watch the clay rise and fall four times before Min was satisfied. Each of the four efforts had looked identical to Tree-ear, but something about the fourth pleased Min. He took a length of twine and slipped it deftly under the vase to release it from the wheel, then placed the vase carefully on a tray to dry.
- 10 As Tree-ear crept away, he counted the days on his fingers. He knew the potter's routine well; it would be many days before another throwing day.

From A SINGLE SHARD by Linda Sue Park. Copyright © 2001 by Linda Sue Park. Used by permission of Cengage Books.

1. Part A

How do paragraphs 3–4 contribute to the passage?

- Ⓐ by establishing a conflict between two characters
- Ⓑ by providing an unexpected turn in the plot
- Ⓒ by describing the high point of the plot
- Ⓓ by describing the concealed setting

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ “Min’s house backed onto the beginnings of the foothills and their brushy growth. . . .” (paragraph 3)
- Ⓑ “. . . was there now, his gray head bent over the wheel, chanting . . .” (paragraph 3)
- Ⓒ “Tree-ear made his way cautiously to his favorite spot. . . .” (paragraph 4)
- Ⓓ “. . . was just beginning a new pot.” (paragraph 4)

2. Part A

How does the author develop the narrator's point of view in the passage?

- Ⓐ by emphasizing how Tree-ear feels less important than Min
- Ⓑ by revealing how Min closely guards his privacy
- Ⓒ by describing the flaws in Min's craftsmanship
- Ⓓ by revealing Tree-ear's awe of Min's work

Part B

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

- Ⓐ "After one last throw he sat down and stared at the clay for a moment." (paragraph 5)
- Ⓑ "To his eyes the vase had been perfect, its width half its height, its curves like those of a flower petal." (paragraph 8)
- Ⓒ "Each of the four efforts had looked identical to Tree-ear, but something about the fourth pleased Min." (paragraph 9)
- Ⓓ "As Tree-ear crept away, he counted the days on his fingers." (paragraph 10)

3. Circle **one** choice in each box to show how the characters respond as the plot moves along.

In paragraphs 3–4, Tree-ear _____ approaches Min’s house.

accidentally
carefully
quickly
unwillingly

When Tree-ear finds that Min is throwing a pot in paragraph 4, Tree-ear becomes more _____.

excited about what Min will create
determined to learn the process
curious about a potter’s wheel
jealous that Min is so talented

After watching Min in paragraphs 7–8, Tree-ear becomes _____ by Min’s actions.

anxious
confused
inspired
relieved

4. Part A

Which sentence **best** expresses a theme of the passage?

- Ⓐ Observation of an expert can be helpful when learning a new skill.
- Ⓑ Privacy is a comfort that many people take for granted.
- Ⓒ Art can help people work through emotional struggles.
- Ⓓ Perfecting a craft often means making mistakes.

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ "Tree-ear made his way cautiously to his favorite spot. . . ." (paragraph 4)
- Ⓑ "Turning the wheel slowly with his knee, he inspected the graceful shape . . ." (paragraph 7)
- Ⓒ "He shook his head and in a single motion of disgust scooped up the clay . . ." (paragraph 7)
- Ⓓ "This day Tree-ear was able to watch the clay rise and fall . . ." (paragraph 9)

- 5.** How would the story be different if Min had noticed Tree-ear after paragraph 8? Write a new ending to the story beginning after paragraph 8. Be sure to use details about the characters and plot from the existing passage from *A Single Shard* as a basis for your story.

[illegible]

A blank sheet of lined paper with horizontal blue lines and a pink border. The paper is oriented vertically and contains 20 horizontal blue lines spaced evenly apart. The entire sheet is enclosed within a thin pink rectangular border.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

A blank sheet of lined paper with 20 horizontal blue lines and a pink border. The lines are evenly spaced and run across the width of the page. The border is a thin pink line that frames the entire page.

Today you will read a passage from *Hatchet* and the poem “A Letter in October” that show how people respond to nature. Then you will answer questions.

Read the passage from *Hatchet*. Then answer questions 6 and 7.

from *Hatchet*

by Gary Paulsen

- 1 But perhaps more than his body was the change in his mind, or in the way he was—was becoming.
- 2 I am not the same, he thought. I see, I hear differently. He did not know when the change started, but it was there; when a sound came to him now he didn't just hear it but would know the sound. He would swing and look at it—a breaking twig, a movement of air—and know the sound as if he somehow could move his mind back down the wave of sound to the source.
- 3 He could know what the sound was before he quite realized he had heard it. And when he saw something—a bird moving a wing inside a bush or a ripple on the water—he would truly see that thing, not just notice it as he used to notice things in the city. He would see all parts of it; see the whole wing, the feathers, see the color of the feathers, see the bush, and the size and shape and color of its leaves. He would see the way the light moved with the ripples on the water and see that the wind made the ripples and which way that wind had to blow to make the ripples move in that certain way.
- 4 None of that used to be in Brian and now it was a part of him, a changed part of him, a grown part of him, and the two things, his mind and his body, had come together as well, had made a connection with each other that he didn't quite understand. When his ears heard a sound or his eyes saw a sight his mind took control of his body. Without his thinking, he moved to face the sound or sight, moved to make ready for it, to deal with it.
- 5 There were these things to do.
- 6 When the wood was done he decided to get a signal fire ready. He moved to the top of the rock ridge that comprised the bluff over his shelter and was pleased to find a large, flat stone area.

7 More wood, he thought, moaning inwardly. He went back to the fallen trees and found more dead limbs, carrying them up on the rock until he had enough for a bonfire. Initially he had thought of making a signal fire every day but he couldn't—he would never be able to keep the wood supply going. So while he was working he decided to have the fire ready and if he heard an engine, or even thought he heard a plane engine, he would run up with a burning limb and set off the signal fire.

8 Things to do.

9 At the last trip to the top of the stone bluff with wood he stopped, sat on the point overlooking the lake, and rested. The lake lay before him, twenty or so feet below, and he had not seen it this way since he had come in with the plane. Remembering the crash he had a moment of fear, a breath-tightening little rip of terror, but it passed and he was quickly caught up in the beauty of the scenery.

10 It was so incredibly beautiful that it was almost unreal. From his height he could see not just the lake but across part of the forest, a green carpet, and it was full of life.

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6. Part A

What does the word **unreal** convey as it is used in paragraph 10 of the passage from *Hatchet*?

- Ⓐ lacking substance
- Ⓑ not genuine
- Ⓒ imaginary
- Ⓓ artificial

Part B

Which detail from paragraph 10 **best** supports the answer to Part A?

- Ⓐ “incredibly beautiful”
- Ⓑ “almost”
- Ⓒ “a green carpet”
- Ⓓ “full of life”

7. Part A

Which statement **best** expresses a theme of the passage from *Hatchet*?

- Ⓐ Being alone leads to a greater appreciation of nature.
- Ⓑ Nature is better faced with others rather than alone.
- Ⓒ A person makes better choices when alone.
- Ⓓ Time by oneself leads to self-reflection.

Part B

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

- Ⓐ "I am not the same, he thought." (paragraph 2)
- Ⓑ "When his ears heard a sound or his eyes saw a sight his mind took control of his body." (paragraph 4)
- Ⓒ "When the wood was done he decided to get a signal fire ready." (paragraph 6)
- Ⓓ "Remembering the crash he had a moment of fear, a breath-tightening little rip of terror, but it passed and he was quickly caught up in the beauty of the scenery." (paragraph 9)

Read the poem "A Letter in October." Then answer questions 8 and 9.

A Letter in October

by Ted Kooser

Dawn comes later and later now,
and I, who only a month ago
could sit with coffee every morning
watching the light walk down the hill
5 to the edge of the pond and place
a doe there, shyly drinking,

then see the light step out upon
the water, sowing reflections
to either side—a garden
10 of trees that grew as if by magic—
now see no more than my face,
mirrored by darkness, pale and odd,

startled by time. While I slept,
night in its thick winter jacket
15 bridled the doe with a twist
of wet leaves and led her away,
then brought its black horse with harness
that creaked like a cricket, and turned

the water garden under. I woke,
20 and at the waiting window found
the curtains open to my open face;
beyond me, darkness. And I,
who only wished to keep looking out,
must now keep looking in.

"A Letter in October" from WEATHER CENTRAL by Ted Kooser, © 1994. All rights are controlled by the University of Pittsburgh Press, Pittsburgh, PA 15260. Reprinted by permission of the University of Pittsburgh Press.

8. Write the letters for the correct words that complete the paragraph to show how a change in the speaker is developed throughout the poem "A Letter in October."

- A.
- B.
- C.
- D.
- E.
- F.

In stanza 1, the speaker looking out the window, observing the beauty of nature, and maybe watching a deer drink at the pond. However, time . By the end of stanza 2, the mornings are dark and the speaker cannot see out the window, which now a mirror. By the final stanza, this circumstance the speaker to think about personal issues rather than about the outside world.

9. Circle the correct response in each box to complete an analysis of how stanza 2 fits into the overall structure of the poem "A Letter in October."

Stanza 2 reveals the _____ the mornings before and

similarities between
contrast between
importance of

after the approach of winter. Before winter approaches, the light creates reflections on the pond; after winter arrives, the world is _____ and the speaker can only see his reflection. Stanza 2,

much colder
in darkness
forbidding

therefore, provides an important _____: the rest of the

turning point
explanation
conclusion

poem focuses on darkness and the speaker's sense of _____.

fear
indifference
reflection

Refer to the passage from *Hatchet* and the poem "A Letter in October." Then answer question 10.

10. Part A

There is an important difference between Brian's relationship with nature in the passage from *Hatchet* and the speaker's relationship with nature in the poem "A Letter in October." Which statement **best** describes that difference?

- (A) Brian's feelings for nature remain the same, while the speaker's feelings for nature change.
- (B) Brian's interaction with nature is temporary, while the speaker's interaction is permanent.
- (C) Brian experiences nature firsthand, while the speaker observes nature from a distance.
- (D) Brian sees nature as cruel, while the speaker sees nature as neutral.

Part B

Which sentence **best** supports the answer to Part A?

- (A) Brian is living in nature, while the speaker watches nature through glass.
- (B) Brian is using his ears and eyes, while the speaker is using his eyes only.
- (C) Brian has to work hard, while the speaker observes at his leisure.
- (D) Brian needs to be rescued, while the speaker is physically safe.

Refer to the passage from *Hatchet* and the poem "A Letter in October." Then answer question 11.

- 11.** Read each theme in the table and write an **X** in each row to select whether it is emphasized in the passage from *Hatchet*, in the poem "A Letter in October," or in both. Write only one **X** in each row.

Theme	From <i>Hatchet</i>	"A Letter in October"	Both
Nature changes a person.			
Nature can become a part of an individual.			
Nature moves a person to self-examination.			
Nature's seasonal changes affect a person powerfully.			

This is the end of Section 2.

SECTION 3

Today you will research ancient cultures. You will read passages from *Ancient Egypt*, from *Ancient Greece*, and from *Ancient Roman Civilization*. As you read, you will gather information so you can write a response.

Read the passage from *Ancient Egypt*. Then answer questions 1 and 2.

from *Ancient Egypt*

by Andrew Langley

The Story of Ancient Egypt

- 1 The first settlers came to Egypt about 15,000 years ago. They were probably cattle herders, who wandered across northern Africa in search of water and grazing for their animals. A large area of the country was green and hospitable, with good supplies of grass and low trees, and regular rainfall. The settlers learned to grow crops and found plenty of game to hunt. Then, about 12,000 years ago, the climate is believed to have changed. The rainfall dwindled, the streams dried up, and much of the region became desert.

The Gift of the River

- 2 People were forced to move to the valley of the Nile River. This narrow strip of land hugging both sides of the river was still lush and fertile, thanks to the annual floods. Every July, the Nile was swollen by the rains that fell on hills and mountains far to the south. The river burst its banks and flooded the surrounding land, spreading a rich mud over the fields. By September the water was low enough for people to sow seeds, and the crops ripened so fast in the sunlight that they were ready to harvest in short and calculated periods of time.
- 3 Herodotus, the ancient Greek historian, described this natural miracle as the "Gift of the Nile." The early farmers were able to arrange their lives to fit in with the pattern of the flood. They could grow up to four different crops in a single year, one after the other. Besides this, the river gave them mud to make pots and bricks, as well as a supply of fish. Animals, such as gazelles and geese, were killed for meat.

Egypt United

- 4 By about 5000 BCE, small villages had grown up along the Nile. Archaeologists have found pottery from this period, along with fine carvings in ivory and stone. This shows that farming was so easy that not everyone was needed to work in the fields. Some people developed craft skills, while others began trading goods with other communities.
- 5 Districts grew up with their own identity, their own leaders, and their own gods. These districts became bigger as they merged with, or conquered, one another until there were two main districts—Upper Egypt in the south, and Lower Egypt in the north. In around 3100 BCE, these two were gradually merged by King Menes of Upper Egypt.

The Old Kingdom

- 6 Menes (or Narmer) was the first king of the First Dynasty of ancient Egypt. His people believed that he was descended from the gods, and so all the rulers who succeeded him must be gods as well. This belief gave the kings of Egypt total power over their subjects. Over the next 3,000 years there were to be more than 150 kings and queens, grouped into over 30 dynasties or families. Historians have divided these dynasties into three major periods. The first, called the Old Kingdom, lasted from 2686 BCE to about 2180 BCE. This was the age of the pyramids.

Governing Egypt

- 7 The most famous legacy of the Old Kingdom is the pyramids. King Djoser, during the Third Dynasty, had the Step Pyramid built at Saqqara, and later kings built the three massive pyramids at Giza. The mere fact that these huge structures exist tells us a lot about early Egyptian society. It was obviously well organized, with a powerful ruler who could assemble a vast force to do the construction work.
- 8 The king's authority came from his status, but the daily government of the country was done by ministers and officials. The most important of these was the vizier, or prime minister, who was responsible for everything from the law courts and tax collection to building projects and grain storage. Egypt was divided into nomes, or districts, each governed by a local official called a nomarch.

Prosperity and Decline

- 9 Most of the pyramid work force was made up of Egyptian agricultural workers and foreign prisoners. During the Fourth Dynasty, armies captured these prisoners during Egyptian invasions of Nubia and Libya. This period saw Egypt grow in power and wealth. The military expeditions brought control of important sources of minerals and luxury goods. Trade flourished, with Egyptian merchants buying gold, ebony, and skins in exchange for linen, honey, and oil.
- 10 Trouble was coming, however. By about 2180 BCE, many nomarchs had become independent, and they challenged the power of the king. Civil war broke out, and the unrest was made worse by famine. For a long and disastrous spell, the Nile did not rise to its normal flood levels, and crops failed.

The Middle Kingdom

- 11 The Old Kingdom ended in civil war and chaos. Egypt went through a long period of instability until it was split up again into many small states with rulers who fought against each other. It was not until about 2061 BCE that Mentuhotep II defeated all rivals and united the country again. A new era of peace began, known as the Middle Kingdom.

New Rulers

- 12 Mentuhotep came from the city of Thebes in Upper Egypt. This became the new center of power. He reestablished control over the regions and appointed Theban officials to govern them. He and later kings took a firm hand with the nomarchs, demanding taxes and troops from them.

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1. Part A

What does the word **hospitable** mean as it is used in paragraph 1 of the passage from *Ancient Egypt*?

- ☐ A favorable
- ☐ B occupied
- ☐ C unstable
- ☐ D untamed

Part B

Which detail from paragraph 1 helps the reader understand the meaning of **hospitable**?

- ☐ A “. . . in search of water . . .”
- ☐ B “. . . large area of the country . . .”
- ☐ C “. . . good supplies of grass and low trees . . .”
- ☐ D “. . . settlers learned to grow crops . . .”

2. Part A

What is the central idea of the passage from *Ancient Egypt*?

- Ⓐ The government of ancient Egypt became rich through trade with merchants.
- Ⓑ Easy access to quality land was necessary for the success of ancient Egypt.
- Ⓒ The kings of ancient Egypt needed many soldiers to rule the people.
- Ⓓ Ancient Egypt faced challenges but still grew into a strong country.

Part B

Which **three** details from the passage **best** support the answer to Part A?

- Ⓐ “. . . water was low enough for people to sow seeds. . . .” (paragraph 2)
- Ⓑ “. . . the river gave them mud to make pots and bricks. . . .” (paragraph 3)
- Ⓒ “. . . small villages had grown up along the Nile.” (paragraph 4)
- Ⓓ “Historians have divided these dynasties into three major periods.” (paragraph 6)
- Ⓔ “This period saw Egypt grow in power and wealth.” (paragraph 9)
- Ⓕ “. . . war broke out, and the unrest was made worse by famine.” (paragraph 10)
- Ⓖ “A new era of peace began, known as the Middle Kingdom.” (paragraph 11)

Read the passage from Ancient Greece. Then answer questions 3 through 5.

from *Ancient Greece*

by Christine Hatt

Archaeology and the Ancient Greeks

- 1 Greece lies at the tip of the Balkan Peninsula, an area of southeast Europe that sticks out into the Mediterranean Sea. Humans have lived in this hot, dry land for more than 200,000 years, but the people now known as the ancient Greeks arrived much later. The first Greeks probably moved in from the north about 4,000 years ago. As more arrived, they spread south and, in a few hundred years, they had become the most powerful people in the region.
- 2 The Greeks were different from the peoples already in the area in two main ways. They spoke a new language—Greek—and they believed in a group of gods who had not been heard of in the region before. The Greeks also introduced new styles of house-building and pottery-making.

Greeks through the Ages

- 3 Experts divide ancient Greek history into different periods. The earliest period began in about 1600 BCE. By then, the Greeks had founded several rich kingdoms. One of the wealthiest was at Mycenae, so the period is called the Mycenaean Period.
- 4 About 500 years later, after all its main sites were destroyed, the Mycenaean Period ended. Experts are not sure how or why this happened. Poverty and a decline in population followed, and so the next period, starting in 1100 BCE, is often known as the Dark Ages. However, recent research has shown that there were some strong communities in Greece during this period. Therefore many experts prefer to call it the Geometric Period, after the patterned pottery of the time.
- 5 From 750 BCE, the start of the Archaic Period, Greek cities and nearby villages began to form independent states. The largest was Athens. These city-states governed themselves, built temples, and encouraged the arts. From this time, the Greeks also set up colonies abroad.

The Classical Period

- 6 In 490 BCE, the Persian Empire tried to invade Greece and war followed as Athens, Sparta, and other city-states fought off the attackers. Eventually, after defeating the Persians in 479 BCE, the Greeks proudly started to rebuild. This was the start of the Classical Period, the high point of ancient Greek civilization.
- 7 Classical Greek ways of life and thought have influenced much of the world. During the Classical Period, Athens was at the center of remarkable developments in architecture, sculpture, pottery, drama, and philosophy. The way that city-states were governed also changed during this period. Before, only the rich and powerful had an opportunity to rule. But from the late 6th century BCE, Athens and other city-states had begun to introduce democracy. This was a type of government in which many more adults were able to play an active part.

The Hellenistic Period

- 8 In the 5th century BCE, Athens was defeated by Sparta in the Peloponnesian War. But Sparta was soon defeated by another city-state, Thebes. In 338 BCE, Macedonia, ruled by King Philip II, grew strong and defeated Athens. Philip united Greece, and his son, Alexander the Great, went on to build a huge empire. During the Hellenistic Period, which began with Alexander's death in 323 BCE, Greek ways of life continued in much of the empire. Greece was taken over by the Romans in the 2nd century BCE.

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3. Part A

What is the **best** meaning of **Classical Period** as it is used in paragraph 6 of the passage from *Ancient Greece*?

- Ⓐ a time of progress and growth
- Ⓑ a time of repairing damages
- Ⓒ a time of violence and war
- Ⓓ a time of strong emperors

Part B

Which **three** details from the passage **best** support the answer to Part A?

- Ⓐ "... city-states fought off the attackers." (paragraph 6)
- Ⓑ "... after defeating the Persians . . ." (paragraph 6)
- Ⓒ "... Greeks proudly started to rebuild." (paragraph 6)
- Ⓓ "... center of remarkable developments . . ." (paragraph 7)
- Ⓔ "... only the rich and powerful had an opportunity to rule." (paragraph 7)
- Ⓕ "... city-states had begun to introduce democracy." (paragraph 7)

4. Part A

In the passage from *Ancient Greece*, what is the author's purpose?

- Ⓐ to provide details about how Greece's society developed over time
- Ⓑ to compare Greece's culture to other cultures of the region
- Ⓒ to explain why the Greeks fought in so many wars
- Ⓓ to describe the location where the Greeks lived

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ "Greece lies at the tip of the Balkan Peninsula, an area of southeast Europe . . ." (paragraph 1)
- Ⓑ ". . . were different from the peoples already in the area . . ." (paragraph 2)
- Ⓒ "The way that city-states were governed also changed during this period." (paragraph 7)
- Ⓓ ". . . Athens was defeated by Sparta in the Peloponnesian War." (paragraph 8)

5. Write the letters of **three** sentences in the box that should be included in an objective summary of the passage from *Ancient Greece*. The sentences may be placed in any order.

- A. The first Greeks moved to the Balkan Peninsula and eventually spread into other areas.
- B. The Greeks influenced others with their knowledge in the arts and government.
- C. The Greeks founded Mycenae, one of the wealthiest kingdoms of the time.
- D. The first Greeks were unique because they spoke a different language.
- E. The Greeks experienced many difficulties, such as war and poverty.

Summary

Read the passage from *Ancient Roman Civilization*. Then answer questions 6 and 7.

from *Ancient Roman Civilization*

by Ike Scurman and John Malam

- 1 The civilization of the Romans spanned more than 1,000 years. From modest beginnings in a region of northern Italy, the Empire of the Romans spread out to cover many parts of Europe, North Africa and the Middle East. Within this vast area lived millions of people who came under Roman rule. Some had been conquered in battle by the Roman army; others had accepted the Romans without a struggle. The Romans spread their culture far and wide. Roman coins made in Britain or France could be spent in Spain and Greece, Israel and Egypt. The Roman language, Latin, became the first international tongue—just as English is today. It was in Latin that the myths of the Romans were first spoken and written, telling tales about the history of the Roman people and of Rome—the city that was the heart and soul of the Roman world.

Origins

- 2 Italy is a country in the south of Europe. It is a peninsula, which means it is almost completely surrounded by sea. About 2,500 years ago, groups of people settled here. One group built their villages on a fertile plain along the west coast of central Italy. They were the Latins, whose cluster of hilltop villages grew into the city of Rome. In later years the Romans told a story about the founding of Rome in which they said the city began in 753 BCE. Rome became the greatest city of the ancient world, ruling an empire that spanned Europe and reached as far as the Middle East and Africa.

The Etruscans

- 3 The Etruscans settled in the region of Etruria (modern Tuscany and Umbria) in about 800 BCE. They were cultured, civilized people and the Romans learned much from them. The alphabet came to the Romans from the Etruscans, as did gladiator fights, chariot races and some gods. For a time they were the most powerful people in central Italy, but from about 500 BCE their power gradually slipped away.

From Monarchy to Republic

- 4 Rome was at the center of a region called Latium. To the north were the Etruscans, who took control of Rome and ruled there for 100 years. Under the Etruscans, Rome was ruled by kings. The town grew in prosperity, but the Latins were unhappy at being ruled by cruel “foreign” kings. In 510 BCE, the Latins rebelled and threw the Etruscans out. From then on, Rome was a republic, ruled by a group of its leading citizens.

From ANCIENT ROMAN CIVILIZATION by Ike Scurman and John Malam, published by The Rosen Publishing Group.
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6. Part A

What is the meaning of **monarchy** as it is used in the heading **From Monarchy to Republic** in the passage from *Ancient Roman Civilization*?

- Ⓐ a government controlled by one leader at a time
- Ⓑ an important city for visitors from the north
- Ⓒ a revolution caused by mistreating others
- Ⓓ an attack by a neighboring village

Part B

Which detail from paragraph 4 **best** supports the answer to Part A?

- Ⓐ “. . . was at the center of a region . . .”
- Ⓑ “. . . Rome was ruled by kings.”
- Ⓒ “. . . the Latins were unhappy . . .”
- Ⓓ “. . . threw the Etruscans out.”

7. Write the letters of **four** statements in the boxes in the correct order to create an objective summary of the passage from *Ancient Roman Civilization*.

- A. The Etruscans seized control from the Romans and ruled for almost 100 years.
- B. The Romans developed a republic because they refused to be ruled by Etruscan kings.
- C. The Romans enjoyed being able to use their money in other countries.
- D. The Latin language was used to tell interesting stories about the Romans.
- E. The original Romans settled along the coast of Italy.
- F. The Etruscans taught new skills to the Romans.

	Events
First	
Second	
Third	
Last	

Refer to the passages from *Ancient Egypt*, from *Ancient Greece*, and from *Ancient Roman Civilization*. Then answer question 8.

8. All three passages present the central idea that each civilization made great cultural and political contributions to future generations. Choose **one** detail from each passage that supports this central idea. Write the letter in the appropriate box in the chart.

Details from Passages	
A.	Historians have divided the past of Ancient Egypt into three different periods.
B.	The great pyramids were one of the best-known accomplishments of Ancient Egypt.
C.	The Greeks introduced new ways of building houses and making pottery.
D.	King Philip II of Macedonia united Greece and built a huge empire.
E.	The Romans were ruled by the Etruscans for a long period of time.
F.	The Romans created a republic governed by a group of its leading citizens.

Passage	Supporting Detail
from <i>Ancient Egypt</i>	
from <i>Ancient Greece</i>	
from <i>Ancient Roman Civilization</i>	

**TURN THE PAGE AND
CONTINUE WORKING**

Refer to the passages from *Ancient Egypt*, from *Ancient Greece*, and from *Ancient Roman Civilization*. Then answer question 9.

- 9.** You have read three passages that demonstrate that military conflict affected empires. Write an essay that explains how this idea is developed in each passage. Be sure to use evidence from all **three** passages to support your response.

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

A blank sheet of lined paper with horizontal blue lines and a pink border. The lines are evenly spaced and run across the width of the page. The border is a thin pink line that frames the entire page.

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A blank sheet of lined paper with horizontal blue lines and a pink border. The paper is oriented vertically and contains 20 horizontal blue lines spaced evenly apart. The entire sheet is enclosed within a thin pink rectangular border.

Read the passage "Seashells on the Summit." Then answer questions 10 through 13.

Seashells on the Summit

by Gretchen Noyes-Hull

- 1 People living high in the mountains of Nepal and the plateaus of Tibet collect seashells even though they have never seen a beach or the sea. Off in the distance looms Mount Everest, the highest mountain in the world. Its snow-covered peaks reveal layer upon layer of ocean-deposited sands, now hardened into rock. The Indian Ocean lies many miles to the southeast, 26,000 feet lower.
- 2 Some of the people must wonder how the shells got there. Maybe you do, too. Were ancient sea levels much higher? Did floodwater carry the shells there? Were the mountains very much lower? How can we find out?
- 3 What stories can the seashells tell us?

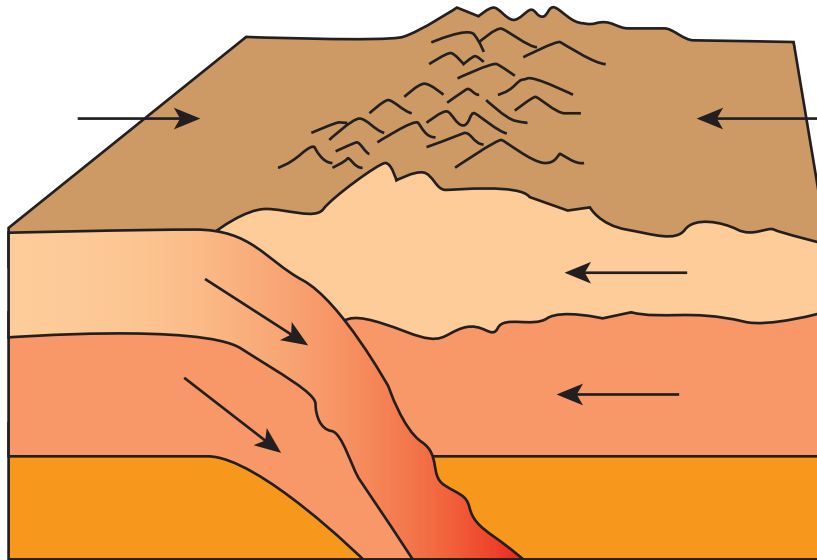
The Shells' Story

- 4 Shells, like all fossils, tell many tales. Their chemical makeup tells scientists how long ago the animals were alive. Their positions tell whether they were buried alive, or whether the empty shells were carried in a stream. And the variety of shells gives us details about ancient habitats, including the temperature of the water.
- 5 The story that the shells and fossils of the Himalayan Mountains tell is a very old one. . . . It tells of a vast warm ocean separating Europe and Asia from an independent continent of India. Called the Tethys Sea, the ocean was home for a wide variety of creatures. For . . . years, layers of shells were preserved in the sands that settled to the bottom of its shallow, quiet waters.

Crashing Continents

- 6 Then, just like now, the stiff outer crust of Earth was broken into many jigsaw pieces called tectonic plates. Tectonic plates are giant sheets of solid rock near Earth's surface. They slide along the top of a hotter, more liquid layer below them. The plates act like giant conveyor belts, constantly shifting the positions of the continents on the Earth's surface. When the animals in the seashells were alive, the land that is now called India was pushing northward on its own plate at the great speed of about 36 feet a century.

7 As India approached, most of the oceanic bottom between the continents was forced downward into Earth's mantle, but some small fragments were swept up against Asia. These fragments contained the fossil shells. Finally, . . . India rammed into Europe and Asia! The two continents fused together, forming a very thick continental crust. But *still* the plate was forcing India northward. The land crumpled under the immense pressure and was folded and lifted. Today the Himalayan Mountains and the Tibetan plateau are still rising, as India continues to squeeze against its northern neighbor. The movement isn't as rapid now, but the Himalayan Mountains, the highest in the world, become $\frac{1}{5}$ inch higher each year. And so do the seashells!



As tectonic plates collide, their positions shift.

Stories of Other Mountains

8 The Himalayas are not the only mountains with an oceanic history. Colliding continents also created the Alps. The crashing of Africa into Europe folded the crust and lifted up pieces of another ancient sea floor with the new mountains. High in the Alps, you can find fossil tracks left by beachcombing dinosaurs. Not far away are the fossilized remains of seashells and of coral reefs that grew in the ocean at about the same time.

9 The Rocky Mountains, the Andes, and the ancient Appalachians have their own seashell stories that tell of mountain making. A careful observer will find traces of marine life older than the mountains themselves, far above the level of the sea. The process isn't over—today's seashells tell stories of mountains still to come, as tectonic movement continues to change the shape of the land.

"Seashells on the Summit" by Gretchen Noyes-Hull from APPLESEEDS, October 1999. Copyright © 1999 Cricket Media. All rights reserved.

10. Part A

What does the word **habitats** mean as it is used in paragraph 4?

- Ⓐ places where plants and animals live
- Ⓑ shapes and sizes of land
- Ⓒ types of animals
- Ⓓ signs of life

Part B

Which phrase from the passage supports the answer to Part A?

- Ⓐ “. . . like all fossils . . .” (paragraph 4)
- Ⓑ “. . . empty shells . . .” (paragraph 4)
- Ⓒ “. . . independent continent . . .” (paragraph 5)
- Ⓓ “. . . the ocean was home. . . .” (paragraph 5)

11. Part A

How do paragraphs 1–3 **mainly** contribute to the development of the passage?

- Ⓐ by introducing the idea that seashells can be found atop mountains
- Ⓑ by describing the distance between the mountains and the sea
- Ⓒ by showing why people are interested in gathering seashells
- Ⓓ by explaining how soil left by the sea can change over time

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ “People living high in the mountains of Nepal and the plateaus of Tibet collect seashells even though they have never seen a beach or the sea.” (paragraph 1)
- Ⓑ “Off in the distance looms Mount Everest, the highest mountain in the world.” (paragraph 1)
- Ⓒ “Its snow-covered peaks reveal layer upon layer of ocean-deposited sands, now hardened into rock.” (paragraph 1)
- Ⓓ “What stories can the seashells tell us?” (paragraph 3)

12. Part A

Why does the author include information about dinosaurs in paragraph 8?

- Ⓐ to show how plants and animals living in an area might have increased in number over time
- Ⓑ to build on the idea that landmasses around the world have the exact same features
- Ⓒ to support the claim that fossils found in the mountains can reveal Earth's history
- Ⓓ to offer more evidence that Earth's tectonic plates continue to shift today

Part B

Which other detail from the passage is used in the same way as the dinosaurs are used in Part A?

- Ⓐ The Tethys Sea separated the continents of Asia and Europe.
- Ⓑ The Himalayan Mountains continue to grow taller each year.
- Ⓒ India still pushes against the tectonic plate to its north.
- Ⓓ In the Alps, traces of coral reefs were found.

- 13.** Read the quotations in the table. Write the letter for the central idea that is developed by the quotations in the correct location in the table. Not all ideas will be used. Ideas can be used only once.

- A. Much can be learned about the past from fossils.
- B. Mountains can contain ancient seashells.
- C. Shells buried in the sand are preserved.
- D. Tectonic plates have changed landscapes all over the world.

Quotations	Central Idea
"Their chemical makeup tells scientists how long ago the animals were alive." (paragraph 4)	_____
"The Rocky Mountains, the Andes, and the ancient Appalachians have their own seashell stories that tell of mountain making." (paragraph 9)	_____

This is the end of Section 3.

