

SAMPLE PAGES FOR

**THE READY
EOG ASSESSMENT**

**THE
COMPETITIVE
EDGE**

SIXTH GRADE
ENGLISH LANGUAGE ARTS

with COMMON CORE STATE STANDARDS

2013 EDITION

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CPC

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CHAPTER 4—LITERATURE

About the Author

Purpose

Authors always have a purpose (motive) when they write. The purpose could be to inform the reader about certain information or ideas, to entertain the reader with something funny, mysterious, or scary, or to persuade the reader to buy or do something.

Purpose – to inform the reader about the Anasazi

The Anasazi lived in the vast desert of the Southwest region of the US. Today their land is known as the Four Corners—the place where the states of Arizona, New Mexico, Utah, and Colorado meet. Here in the desert the Anasazi created a culture based on farming. All the Anasazi spoke the same language, followed the same traditions, and ate the same kinds of foods.

Purpose – to entertain, read for fun

There was once a velveteen rabbit, and in the beginning he was really splendid. He was fat and bunched, as a rabbit should be; his coat was spotted brown and white, he had real thread whiskers, and his ears were lined with pink sateen. On Christmas morning, when he sat wedged in the top of the Boy's stocking, with a sprig of holly between his paws, the effect was charming.

Purpose – to persuade

Next Tuesday is the day everyone should vote. Make sure that you tell all of your relatives and neighbors to vote. Don't delay!! The fate of the government is dependent on your vote!!

PRACTICE

Decide whether the author's purpose is to **inform**, **entertain**, or **persuade**.

1. People are different. It would seem that the kindest teaching behavior would be to instruct students in this regard—let them know that the world is not always “fair.” Prepare them for the suffering they will endure because of others' mistakes. Let them realize from the beginning that their efforts are not always evaluated fairly. Help them understand that in a democracy the group often suffers from the actions of a few. Teach them to understand that justice is an idea, less often a reality.
2. In the first half of 1931, economic indicators rose, renewing hopes for an upswing. Then, as recovery beckoned, another shock fell. In May 1931 the failure of Austria's largest bank triggered panic in central Europe. On June 20, to stop the domino effect of spreading defaults, President Hoover proposed a one-year halt on both reparations and war-debt payments. The United States, meanwhile, slid into the third bitter year of depression.

3. The switch hovered in the air—the peril was desperate—

“My! Look behind you, aunt!”

The old lady whirled round, and snatched her skirts out of danger. The lad fled, on the instant, scrambled up the high board fence, and disappeared over it.

His Aunt Polly stood surprised a moment, and then broke into a gentle laugh.

“Hang the boy, can’t I never learn anything? Ain’t he played me tricks enough like that for me to be looking out for him by this time? But old fools is the biggest fools there is.”

4. A word of caution. Georgetown has been in recent years the subject of some local concern. The area has received extra police attention on weekend evenings, but money for police overtime has dried up, and extra patrols are in limbo. Local merchants are reporting an increase in incidents—purse snatching, fights among young people—and asking for reinstatement of the extra attention.
-

5. Weighing in at a mere three pounds—about 2 percent of your body’s total weight—your brain devours 20 percent of your body’s total energy supply and 20 percent of all the oxygen you inhale. Your brain has an insatiable and lifelong appetite for vitamins, minerals, amino acids, sugar (glucose), and oxygen.
-

6. We need to celebrate more holidays. After all, we observe Washington and Lincoln’s birthdays. We should observe John Quincy Adams’ birthday as well. Adams was born on July 11 and eventually became America’s sixth president. December 17 should be a holiday too. This date marks the Wright brothers’ first successful flight, which took place near Kitty Hawk, North Carolina. December 17 should be celebrated as National Kitty Hawk Day!
-

7. Give me a nickel for every resolution I’ve made and I’ll drive home in a Jaguar. I’m like the ever-hopeful Charlie Brown, running up once again to kick the football only to have Lucy pull it away one more time. In this analogy, unfortunately, I am Lucy as well as Charlie. The obvious resolutions I make and break every few days, rather than once a year.
-

8. South America is rich in natural resources. One of South America’s most valuable resources is farmland. Today one of every five South American workers has a job on a farm, ranch, or plantation. Bananas and cacao beans are grown in Ecuador. Brazil produces much of the world’s coffee. Argentina raises wheat and cattle.
-

-
9. Is it a person, place, or thing? Actually, cyberspace is the place where you communicate information using a personal computer and a telephone line. Persons, places, things, and ideas are the information generated in cyberspace. Other names for this world are the information superhighway or the electronic highway.
-
10. If we had a dress code, people would try to break the rules, but if we had no dress code, there would be freedom. So no one would break any rules, and we'd all be happy. Then, too, most students want to dress like their friends or movie stars. Those folks always look great. So, what's the big deal? Just let us dress the way we want and we'll be better students. We'll impress our friends and teachers, too.
-
11. A wise old owl sat in an oak;
The more he saw the less he spoke;
The less he spoke the more he heard.
Why can't we all be like that wise old bird?
-
12. Nature tourism has increased more than 300 percent in countries with rainforests like Brazil, Nicaragua and El Salvador, for example nearly 500 percent in wildlife-rich South Africa and more than 2000 percent in Laos and Cambodia. Tourism is important around the world. It employs 200 million people and involves nearly 700 million international travelers per year. And those figures are expected to double by the year 2020.
-

Author's Craft

An author uses many tools and techniques of language to craft a piece of writing. This is called the **author's craft**. The author's craft is divided into two categories, fictional elements and literary devices.

Literary Devices

Literary devices are specific tools of language that can appear in any type of writing. Look at some of these devices.

ALLITERATION: repetition of the first sound or syllable in neighboring words. An author uses alliteration to create a musical effect or to emphasize certain words. Alliteration is often heard in advertisements and commercials. **Example:** *She sells sea-shells down by the sea-shore!*

ASSONANCE: the repetition of vowel sounds. **Example:** *That dolphin-torn, that gong-tormented sea*

CONSONANCE: the repetition of the same consonant two or more times in short succession. **Example:** *He struck the truck.*

HYPERBOLE: an author's technique of over-exaggerating (making things larger or smaller, greater or worse than they actually are) a statement to create an effect. **Example:** *I asked you 300 times to take the trash to the curb!*

ONOMATOPOEIA: words whose sounds suggest their meanings. **Example:** *He saw nothing and heard nothing, but he could feel his heart pounding, and then he heard the clack on stone and the leaping, dropping clicks of a small rock falling.*

METAPHOR: a comparison of two things that usually are not considered similar. **Example:** *You are the lemon in my iced tea.*

SIMILE: a comparison of two unlike things using "like" or "as". **Example:** *It was as shiny as a new penny.*

PERSONIFICATION: an author's technique of giving human-like qualities to non-humans, such as animals or objects. **Example:** *Bees were singing in the meadow.*

IDIOMS: a unique expression in a language that cannot and should not be interpreted for exactly how it is said. **Example:** *Get in on the ground floor.*

PROVERBS AND ADAGES: A proverb is a wise saying. Like an idiom, it does not mean exactly what it is saying. An adage is an old proverb that is well known. Proverbs and adages are generally accepted to have some truth to them.

Examples:

A young idler, an old beggar.

Meaning: If you don't work, you won't have any money when you're old.

No news is good news.

Meaning: Bad news always travels more quickly than good news.

PRACTICE

Determine the literary device. Put **S** for simile, **M**, for metaphor, **P** for personification, **C** for consonance, **H** for hyperbole, **A** for alliteration, **AS** for assonance, **O** for onomatopoeia, and **I** for idiom.

- _____ 1. Ireland is backed to England.
- _____ 2. The molars were white pearls.
- _____ 3. The cotton was like silky spiderwebs.
- _____ 4. And murmuring of innumerable bees
- _____ 5. Peter Piper picked a peck of pickled peppers.
- _____ 6. Those love birds were composing a melody.
- _____ 7. Snowflakes, as light as a feather, fell down from the sky.
- _____ 8. The dog's hair looked like the head of Medusa.
- _____ 9. The howling dog by the door of the house
- _____ 10. Bats were a dancing trio.

- _____ 11. Or hear old Triton blow his wreathed horn
- _____ 12. Break a leg.
- _____ 13. Three gray geese in a green field grazing
- _____ 14. The squalling cat and the squeaking mouse
- _____ 15. Betty Botter bought some butter.
- _____ 16. A dime a dozen
- _____ 17. Pitter, patter
- _____ 18. Jason was so thirsty, he drank the lake dry.

Explain the following proverbs/adages.

19. A chain is only as strong as its weakest link.

20. A fool and his money are soon parted.

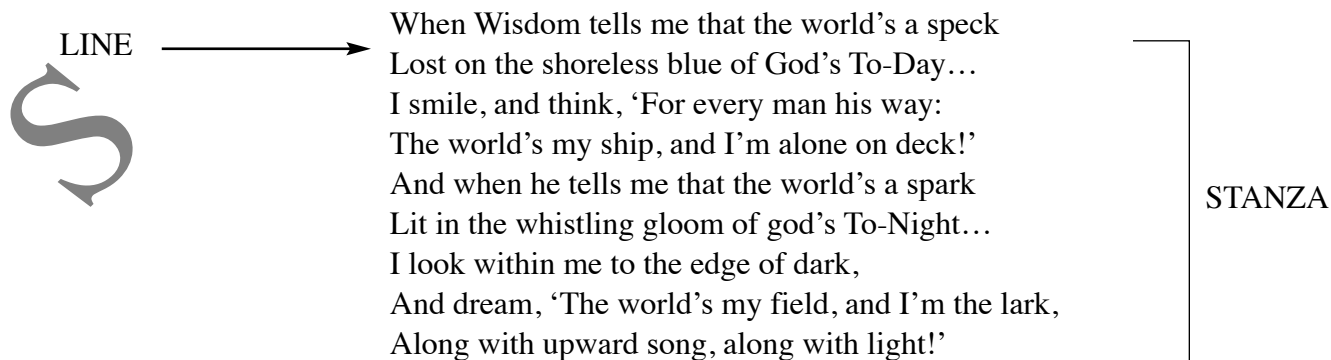
Poetry

Most of the writings that you encounter in your daily life are **prose**. Prose is writing that has lines that go from page to page. Magazine articles, newspaper articles, stories, fairy tales, and novels are all prose. Sometimes, though, you will encounter poetry.

Poems are written words that are written in stanzas and lines, with or without rhyme, showing emotion and imagination. A row of words is a **line**. Lines are usually sentences in prose, but in poetry, lines may be a sentence or the sentence may be split into a few lines. A **stanza** is a group of lines. Unlike prose that is divided into paragraphs, poems are broken down into stanzas. These groups of lines are usually grouped together by how the lines rhyme. Most of the time, the stanzas will have the same number of lines. An empty line separates stanzas.

EXAMPLE

Wisdom



Sometimes poems have lines that rhyme. When words rhyme, they have the same end sound. The rhyming words come at the end of the lines.

Look at the example on the previous page. Here are the rhyming words:

day/way **speck/deck** **spark/dark/lark** **night/light**

The sequence or pattern of rhyming words at the ends of the lines of poetry is the **rhyme scheme**. This pattern is usually labeled using letters of the alphabet.

EXAMPLE

Exclusion

The soul selects her own society, A
Then shuts the door; B
On her divine majority A
Obtrude no more. B

Many poems have a **rhythm**. Rhythm means that the sounds of words create a pattern (a beat). Some poets like to stress words in a certain way. The poems are usually arranged to stress syllables in a pattern. This pattern creates a rhythm called **meter**. Each use of the pattern is called a **foot**.

EXAMPLE

Come **live** with **me**, and **be** my **love**,

Notice that the stressed words or beats are marked. This line has four feet.

Sometimes words, whole stanzas, or phrases are repeated in poems to help create rhythm. It may also make poems easier to remember. The use of a word, phrase, or stanza two or more times to stress an idea or theme is called **repetition**.

EXAMPLE

What Are Little Girls Made of?

What are little girls made of, made of?
What are little girls made of?
 Sugar and spice
 And all things nice,
That's what little girls are made of.

Notice that "what are little girls made of" is repeated throughout the poem.

Types of Poetry

BALLAD: A narrative poem, often of folk origin and intended to be sung, consisting of simple stanzas and usually having a refrain.

Excerpt from “John Henry”

John Henry was a railroad man.
He worked from six ‘till five.
“Raise ‘em up bullies and let ‘em drop down,
I’ll beat you to the bottom or die.”

EPIC: A lengthy narrative poem celebrating the adventures and achievements of a traditional or legendary hero.

Excerpt from “The Song of Hiawatha”

By the shores of Gitchie Gumee,
By the shining Big-Sea-Water,
At the doorway of his wigwam,
In the pleasant Summer morning,
Hiawatha stood and waited.

FREE VERSE: Poetry that does not have a set pattern of rhythm or rhyme is called free verse.

“Lost”

Desolate and lone
All night long on the lake
Where the fog trails and mist creeps,
The whistle of a boat
Call and cries unendingly,
Like some lost child
In tears and trouble
Hunting the harbor’s breast
And the harbor’s eyes.

HAIKU: A form of Japanese poetry with 17 syllables in three unrhymed lines of five, seven, and five syllables often describing nature or a season.

There is the old pond!
Lo, into it jumps a frog:
hark, water’s music!

LIMERICK: A five-line poem (with an AABBA rhyme scheme and a set rhythm pattern) that tells a funny story.

There was a small boy of Quebec
Who was buried in snow to his neck.
When they said, "Are you friz?"
He replied, "Yes, I is ---
But we don't call this cold in Quebec."

NARRATIVE POETRY: Poetry that tells a story and has a plot.

Excerpt from "Birches"

When I see birches bend to left and right
Across the lines of straighter darker trees
I like to think some boy's been swinging them.
But swinging doesn't bend them down to stay
Ice-storms do that. Often you must have seen them
Loaded with ice a sunny winter morning
After a rain.

ODE: A lyric poem usually expressing enthusiastic emotion.

Excerpt from "Ode to Aphrodite"

Deathless Aphrodite, throned in flowers,
Daughter of Zeus, O terrible enchantress,
With this sorrow, with this anguish, break my spirit
Lady, not longer!

SONNET: A poem with 14 lines of 10 syllables with a conventional rhyme scheme.

Weary with toil, I haste me to my bed,
The dear repose for limbs with travel tired;
But then begins a journey in my head
To work my mind, when body's work's expired:
For then my thoughts--from far where I abide--
Intend a zealous pilgrimage to thee,
And keep my drooping eyelids open wide,
Looking on darkness which the blind do see:
Save that my soul's imaginary sight
Presents thy shadow to my sightless view,
Which, like a jewel hung in ghastly night,
Makes black night beauteous, and her old face new.
Lo! thus, by day my limbs, by night my mind,
For thee, and for myself, no quiet find.

S

E

L

P

M

PRACTICE

The Lamplighter

My tea is nearly ready and the sun has left the sky,
 It's time to take the window to see Leerie going by;
 For every night at teatime and before you take your seat,
 With lantern and with ladder he comes posting up the street.

Now Tom would be a driver and Maria go to sea,
 And my papa's a banker and as rich as he can be;
 But I, when I am stronger and can choose what I'm to do,
 O Leerie, I'll go round at night and light the lamps with you!

For we are very lucky, with a lamp before the door,
 And Leerie stops to light it as he lights so many more;
 And O! before you hurry by with ladder and with light,
 O Leerie, see a little child and nod to him to-night!

1. How many stanzas are in this poem?

2. What is the rhyme scheme of each stanza?

3. What is the meter for each line of this poem?

We are all reading, read, read, reading,
 We are all reading
 At our house at home.
 With a turning in and a turning out,
 And it's this way, that way, round about,
 We are all a reading, read, read, reading,
 We are all reading
 At our house at home.

4. "We are all reading, read, read, reading" is an example of what?

5. What are the stressed words or beats in the first line? How many feet are there?

There was an Old Man of Nantucket
Who kept all his cash in a bucket.
His daughter, called Nan,
Ran away with a man,
And as for the bucket, Nantucket.

6. What type of poetry is this? How do you know?
-

Temple bells die out
The fragrant blossoms remain.
A perfect evening!

7. What type of poetry is this? How do you know?
-

It is an ancient Mariner,
And he stoppeth one of three.
'By thy long grey beard and glittering eye,
Now wherefore stopp'st thou me.

8. What type of poetry is this excerpt? How do you know?
-

Heard melodies are sweet, but those unheard
Are sweeter; therefore, ye soft pipes, play on;
Not to the sensual ear, but, more endeared,
Pipe to the spirit dities of no tone.
Fair youth, beneath the trees, thou canst not leave
Thy song, nor ever can those trees be bare;
Bold Lover, never, never canst thou kiss,
Though winning near the goal—yet, do not grieve;
She cannot fade, though thou hast not thy bliss
Forever wilt thou love, and she be fair!

9. What type of poetry is this ? How do you know?
-

I celebrate myself, and sing myself,
 And what I assume you shall assume,
 For every atom belonging to me as good belongs to you.
 I loaf and invite my soul,
 I lean and loaf at my ease observing a spear of summer grass.

10. Is this a poem or free verse? Explain.

E

Review

Eulogy for a Veteran

Do not stand at my grave and weep
 I am not there, I do not sleep.
 I am a thousand winds that blow
 I am the diamond glint of snow
 I am the sunlight on ripened grain
 I am the gentle autumn rain
 When you awaken in the mornings hush
 I am the swift uplifting rush
 of quiet birds in circled flight
 I am the soft stars that shine at night
 Do not stand at my grave and cry,
 I am not there, I DID NOT DIE.

1. What literary device is used throughout this poem?
 - a. simile
 - b. hyperbole
 - c. personification
 - d. metaphor
2. What is the rhyme scheme of this poem?

Excerpt from Hurrah For The Light Artillery!

On the unstained sward of the gentle slope,
 Full of valor and nerved by hope,
 The infantry sways like a coming sea;
 Why lingers the light artillery?
 ‘Action front!’

Whirling the Parrotts like children’s toys,
 The horses strain to the rushing noise;
 To right and to left, so fast and free,
 They carry the light artillery
 ‘Drive on!’

3. Which of the following is a simile?
 - a. Why lingers the light artillery?
 - b. On the unstained sward of the gentle slope,
 - c. The infantry sways like a coming sea;
 - d. They carry the light artillery
4. “Whirling the Parrotts like children’s toys” is what type of literary device?

Shadow March

All round the house is the jet-black night;
 It stares through the window-pane;
 It crawls in the corners, hiding from the light,
 And it moves with the moving flame.

Now my little heart goes a-beating like a drum,
 With the breath of the Bogie in my hair;
 And all round the candle the crooked
 shadows come
 And go marching along up the stair.

The shadow of the balusters, the shadow of the lamp,
The shadow of the child that goes to bed—
All the wicked shadows coming, tramp, tramp,
tramp,
With the black light overhead.

5. Where do the beats belong in this line?
“It crawls in the corner, hiding from the light,”
-
-

6. Which of the following is an example of a simile?
- a. Now my heart goes a-beating like a drum.
 - b. with the black light overhead
 - c. It stares through the window-pane.
 - d. the shadow of the balusters

7. “The crooked shadows come and go marching along up the stair” is an example of what literary device?
- a. simile
 - b. metaphor
 - c. hyperbole
 - d. personification

Armies in the Fire

The lamps now glitter down the street;
Faintly sound the falling feet;
And the blue even slowly falls
About the garden trees and walls.

Now in the falling of the gloom
The red fire paints the empty room:
And warmly on the roof it looks,
and flickers on the back of books.

Armies march by tower and spire
Of cities blazing, in the fire;
Till as I gaze with staring eyes,
The armies fade, the lustre dies!

Then once again the glow returns;
Again the phantom city burns;
And down the red-hot valley, lo!
The phantom armies marching go!

Blinking embers, tell me true,
Where are those armies marching to,
And what the burning city is
That crumbles in your furnaces!

8. “The red fire paints the empty room” is an example of what literary device?
-

9. Which of the following is an example of personification?
- a. blinking embers
 - b. red-hot valley
 - c. cities blazing
 - d. slowly falls

Trees

I think that I shall never see
A poem lovely as a tree.
A tree whose hungry mouth is prest
Against the earth’s sweet flowing breast;
A tree that looks at God all day,
And lifts her leafy arms to pray;
A tree that may in Summer wear
A nest of robins in her hair,
Upon whose bosom snow has lain;
Who intimately lives with rain
Poems are made by fools like me,
But only god can make a tree.

10. “A tree that may in Summer wear a nest of robins in her hair” is an example of what literary device?
- a. simile
 - b. metaphor
 - c. hyperbole
 - d. personification

11. Which of the following is an example of personification?

- a. I think that I shall never see
- b. Poems are made by fools like me
- c. A tree that looks at God all day,
- d. A poem lovely as a tree.

12. Jesse had wanted to find a new job for several months. One morning he happened to meet the owner of the new computer company in town. Later he remarked, "It was a blessing in disguise for me." What did he mean?

13. "A leopard cannot change its spots" is *best* explained by which statement?

- a. Every leopard doesn't have the same spots.
- b. It is not possible for a bad person to become good.
- c. People react differently to different things.
- d. Leopards are not good pets.

14. "Barry, Barry bundling bales" is an example of ____.

- a. alliteration
- b. assonance
- c. onomatopoeia
- d. personification

15. What is "Frank must think about buying a tank" an example of?

16. Circle the stressed beats in this line.

The puppy sits beside the couch.

17. What type of poetry is this excerpt from "The Coming of Arthur"? How do you know?

Leodogran, the King of Cameliard,
Had one fair daughter, and none other child;
And she was the fairest of all flesh on earth,
Guinevere, and in her his one delight.

18. When a poet says that fish make a "gurgle, hiccup" sound, what kind of literary device is the poet using?

19. Which of the following is an example of hyperbole?

- a. The raindrops were so large that one drop filled a coffee mug.
- b. The pearl was as white as snow.
- c. The kitten is a purring vacuum cleaner.
- d. The squeaky wheel screamed for oil.

20. What is the rhyme scheme of the following poem?

Girls and boys, come out to play,
The moon doth shine as bright as day,
Leave your supper and leave your sleep,
And come with your playfellows into the street.
Come with a whoop or come with a call,
Come with a goodwill or not at all.
Up the ladder and down the wall,
A halfpenny roll will serve us all.
You find milk and I'll find flour,
And we'll have pudding in half an hour!

Types of Literature

Nonfiction (Factual)

Nonfiction includes:

1. **Biography** – the writer’s story of some person’s life
2. **Autobiography** – the writer’s story of his own life
3. **Articles and Essays** – passages based on facts (Magazines, newspapers, and books have articles and essays.)

Drama

Drama is a story written in the form of a play. It is meant to be performed by actors. Drama is written in the form of a **script**. Scripts tell actors what to say and do. Plays are dramas that are acted out in front of a live audience.

Plays are broken into acts and scenes. A **scene** is made up of the action that happens in one given place and time. An **act** is a group of scenes. Plays are not as detailed as prose. Prose can explain how characters feel and think, but plays cannot do that. Everything in a play must be shown to the audience.

Plays are performed on a **stage** which is a raised floor in a theater. The stage is decorated with **scenery** (the set) and contains **props** (objects the actors need in the play). The **director** (the person in charge) helps the **cast** (the characters and the actors who play them) perform and is also in charge of the scenery and set.

Since a play doesn’t give the feelings and thoughts of the characters, the **dialogue** of the characters is very important. The dialogue lets the audience know what is going on – what the story is.

A play also includes **stage directions**. Stage directions tell the actors where they should move on stage, what the set should look like, what type of lighting to use, and how an actor should say a line.

EXAMPLE

The Travellers and the Hatchet

Time: last week

Place: a high road

Cast of characters:

First traveller

Second traveller

The carpenter

(The two travellers journey along the road. A hatchet lies in the dust at one side.)

FIRST TRAVELLER: *(Seeing the hatchet, taking it up.)* Ah, see what I have found!

SECOND TRAVELLER: Do not say I, but rather, what we have found.

FIRST TRAVELLER: Nonsense! Did I not see the hatchet first? And did I not take it up?

SECOND TRAVELLER: Well, then, claim the hatchet, since that is plainly your wish.

(Enter the CARPENTER.)

CARPENTER: *(to First Traveller)* Aha, thief! Now I have caught you!

(*He seizes the First Traveller.*)

FIRST TRAVELLER: No thief am I, sir!

CARPENTER: But my own hatchet is in your hand, sir. Come along to the judge, sir!

FIRST TRAVELLER: (*to Second Traveller*) Alas, we are undone!

SECOND TRAVELLER: Do not say we. You are undone, not I. You would not allow me to share the prize; you cannot expect me to share the danger. I bid you good day, sir.

Fiction (Nonfactual)

Fiction stories are stories with imaginary events and characters.

Fiction includes:

1. **Science fiction** – stories about future life, other planets, and scientific ideas
2. **Mysteries** – stories about solving crimes
3. **Historical fiction** – stories based on events in history which include fictional elements
4. **Realistic fiction** – stories about things that could actually happen today
5. **Fantasy** – stories that have characters with supernatural powers
6. **Folk tales** –
 - a. legend – stories that describe the adventures of great heroes (with no supernatural powers) passed down over generations
 - b. fable – old stories that have a moral or a lesson to be learned
7. **Myths** – stories that are based on gods and goddesses of different cultures

PRACTICE

Identify each passage as:

SF (science fiction),	M (mystery),
HF (historical fiction),	RF (realistic fiction),
F (fantasy),	MT (myth),
L (legend),	FB (fable),
B (biography),	A (autobiography),
D (drama).	

_____ 1. In 1804, Meriwether Lewis and William Clark set out to explore the new purchase. They were also instructed to study the Native Americans, botany, geography, and geology of the areas.

S_____ 2. Asgard was one of the Nine Worlds created by Odin and his brothers, and it was the name of the home of Aesir gods and goddesses. A dozen or more palaces or halls were built within Asgard belonging to the gods, with Odin residing in the great hall called Valskjalf. There was only one entrance to Asgard which was guarded by the god Heimdall.

_____ 3. Davy Crockett could ride a lightning bolt and wring the tail off of Halley's Comet.

4.

The Monkey and the Camel

At a great gathering of all the beasts, the monkey got up to entertain his friends by doing a dance. So nimble were his feet and so amusing his gestures and grimaces that all the animals roared with laughter. Even the lion, the king of the beasts, forgot his royal dignity and rolled on the ground with glee.

Only the camel seems to be bored by the monkey's performance. "I don't see anything so funny in that exhibition," she sniffed. "As a matter of fact, it seems very crude and amateurish to me."

"All right, then," cried all the animals, "suppose you show us what you can do!"

Realizing what she had let herself in for, the camel shambled into the circle, and in no time at all had made herself utterly ridiculous by her awkward and stumbling performance. All the beasts booed her and set upon her with clubs and claws and drove her out into the desert. *Stretch your arm no farther than your sleeve will reach.*

5. Mary: (*whispering*) Did you see that strange light in the attic?

Jeffrey: Yes, I wonder what it is?

Mary: (*walking toward the house*) I don't know, but we had better investigate.

6. In the field of medicine, Andreas Vesalius proved wrong the previous theories that the human bodies were like pigs and other animals. He dissected humans and made detailed drawings of human organs, muscles and bones.

7.

The Farthing Rushlight

In olden times people lighted their homes with lamps in which the pith of rushes served as wicks. There was one particular rushlight which had soaked up considerable grease and was feeling more than a little boastful. One evening it announced before a large company that it could outshine the sun, the moon, and the stars. At that very moment, a puff of wind came and blew it out. The servant who relighted it said: "Shine on, friend rushlight, and hold your tongue. There is no wind strong enough to blow out the lights of heaven."

Know thy place and keep it.

8.

The Boy and the Filberts

A boy put his hand into a pitcher which contained a goodly quantity of figs and filberts. Greedily he clutched as many as his fist could possibly hold. But when he tried to pull it out, the narrowness of the neck of the vessel prevented him. Unwilling to lose any of the nuts, yet unable to draw out his hand, the lad burst into tears, bitterly bemoaning his hard fortune. An honest fellow standing nearby gave him this wise and reasonable advice: "Grasp only half the quantity, my boy, and you will easily succeed."

Half a loaf is better than no bread.

9. I was born a slave and remained a slave for nearly 30 years. I could neither read nor write, yet in my own sphere I had no superior nor equal. I neither wasted time nor property. I never violated a trust, nor failed to perform a duty.

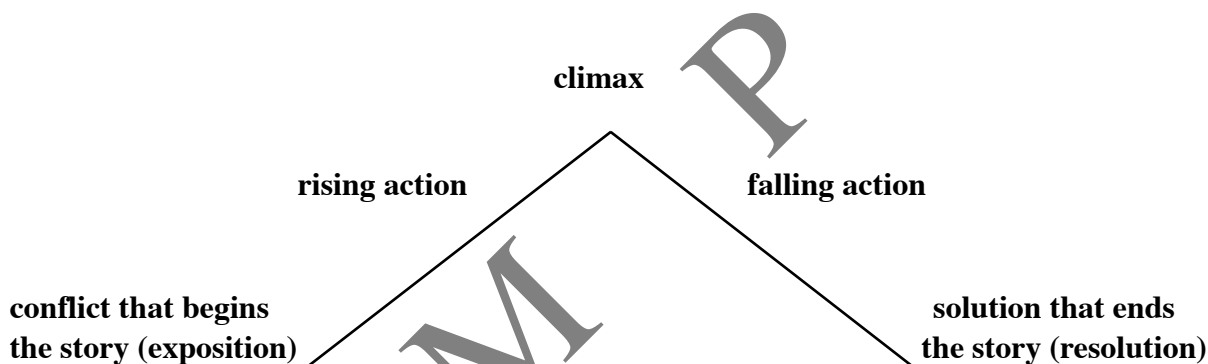
10. Large, oval spaceships were landing on the North American continent. The military was preparing for war; one that they had no idea how to deal with.

- _____ 11. Jean was cooking several cakes for the bake sale this weekend. She had promised the organizer that she would bake at least three. She wondered if she should have done more for the event.
- _____ 12. The princess pricked her finger on the spindle and fell into a deep sleep.
- _____ 13. Richard Nixon became president in 1969 after promising to “bring an honorable end to the Vietnam War.” He cut the number of American troops in South Vietnam and increased the bombing of North Vietnam to force the country to surrender.
- _____ 14. I was atop the mast when the *Santa Maria* approached land. I yelled down to one of my shipmates to awaken Columbus.

Structural Elements

Structural elements provide the different parts that make a story. You can also think of these elements as the things that “structure” a story.

- Every fictional story has a similar **plot** structure, or the events that make up the story.



- Every story has a **setting** to establish the time and the place of the action. Sometimes the setting is very important to the plot, but sometimes it is not.
- **Exposition**—The introduction when the characters, setting, and initial conflict are presented.
- **Rising action**—Setting and characters develop, conflict becomes apparent leading to the climax.
- **Climax**—The turning point of the story.
- **Falling action**—The result of the climax that leads to a resolution.
- **Resolution**—The conflict in the story is resolved.
- An author uses **irony** to make the conflicts in a story even more interesting.
 1. **Verbal irony**: a figure of speech in which the speaker or writer consciously intends to be understood to mean the complete opposite of what he or she is actually saying.
 2. **Situational irony**: the events that appear to be true in a story are really not.
 3. **Dramatic irony**: in a drama, the audience knows what is true but certain characters do not.

- When the plot reaches a solution or ending, the reader should recognize the **theme** of the story, or the author’s message that can be applied to life in general.
- Sometimes an author uses **foreshadowing** to hint at events that will occur later in the story.
- Sometimes an author uses a **flashback** to interrupt the action of the story and tell about an event that happened earlier.
- **Characters** in a story are developed by their words, their thoughts and their actions, and by what other characters think about them.

The main character is often called the **protagonist**. The **antagonist** is the character that opposes the protagonist in a story. The conflict between the protagonist and the antagonist is usually the essence of the plot.

- Sometimes, authors include **illustrations** with their stories. Illustrations are pictures of what happens in the story. These illustrations may show some of the characters or some of the settings in the story. These illustrations help readers understand what is written.

Comparing and Contrasting

After reading a passage, you may be asked to **compare** or **contrast** some of the fictional elements. Comparing is telling how something is similar, and contrasting is telling how something is different.

EXAMPLE

Sharon and Jacqueline are identical twins. They both are short, slim, and have blonde hair. Sharon loves to play the piano, run, and listen to music. Jacqueline loves to play the piano, work in her parent’s store, and write in her journal.

How do the twins compare and contrast?

Compare (Similarities): short, slim, blonde hair, play the piano

Contrast (Differences): Sharon runs and listens to music.


Jacqueline works in her parent’s store and writes in her journal.

To compare and contrast, you can also use two-column charts or a Venn diagram.

EXAMPLES

Use the story about Sharon and Jacqueline to compare and contrast in a two-column chart and a Venn diagram.

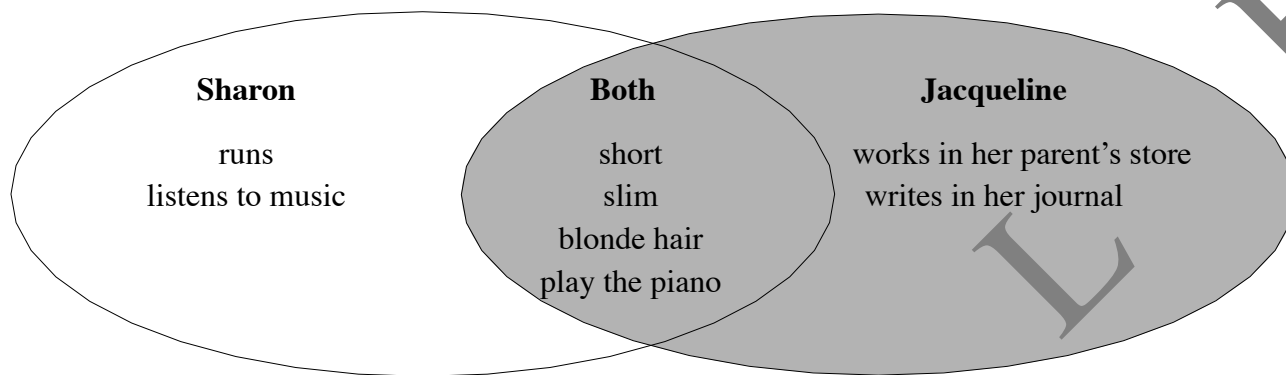
Compare (likenesses)



Sharon	Jacqueline
short	short
slim	slim
blonde hair	blonde hair
plays the piano	plays the piano

Contrast (differences)

Sharon	Jacqueline
runs	works in her parent's store
listens to music	writes in her journal



PRACTICE

1. Think of your favorite television show. Who is the main character or protagonist?

Who is the opposing character or antagonist? _____

What is the setting of the show? _____

2. How does the setting, or time and place, help make the events and characters more interesting?

3. Since regular television shows are no longer than 30-60 minutes, the plot is full of conflicts. These conflicts are resolved by the end of each show when your character probably grows or learns something new. Explain one particular conflict and what your character learned from it.

Chapter 4

4. A writer for a television show uses many techniques to make a 30-60 minute show packed full of action and drama. It is his/her job to keep viewers interested so that the show is rated well and stays on the air. Usually a producer includes verbal irony or situational irony. These techniques make a television show amusing or dramatic because the viewer knows things that the characters in the television show do not. Explain the irony that usually occurs in your favorite show between certain characters.

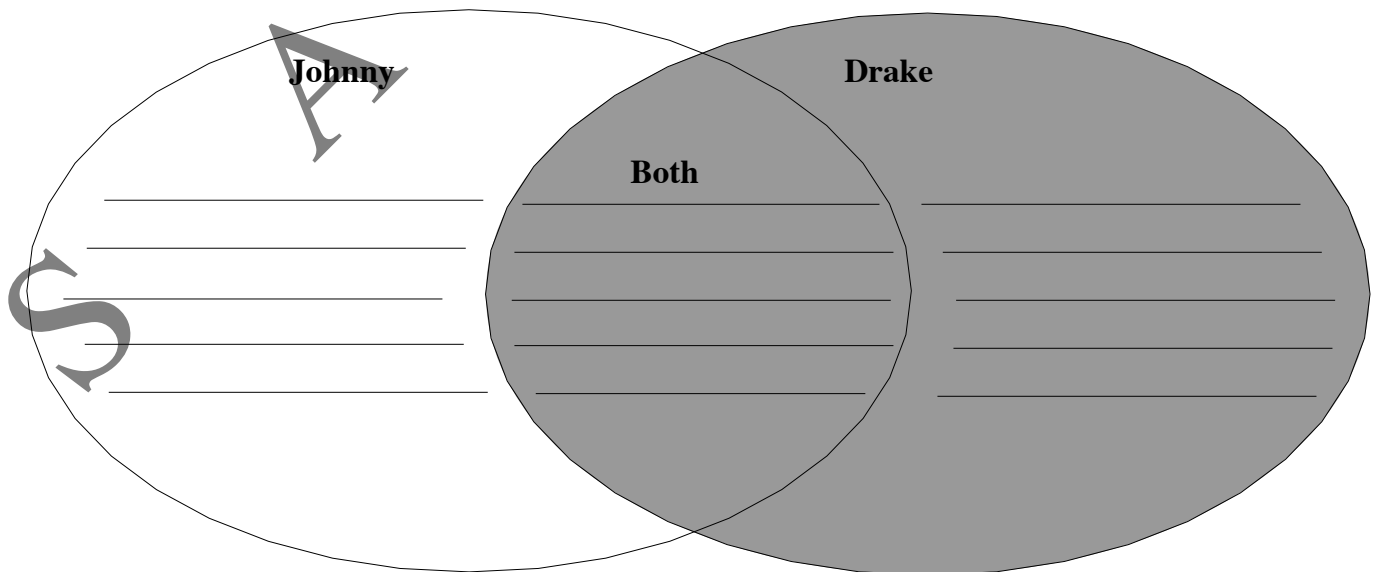
5. A good writer for a television show will resolve all of the conflicts, clear up the irony, and make the theme, or message, obvious to the viewer by the end of the 30- or 60-minute time slot. What theme or message does your show consistently present to viewers like you?

6. Johnny and Drake were cousins. Their mothers were sisters from a very large family. Johnny and Drake only saw each other at the annual family reunion.

This year, both boys showed up with shiny scooters. They were so surprised to find out that they had the same idea for having fun.

As Johnny got ready to ride, he put on knee pads, elbow pads, gloves, and a helmet. Drake started howling with laughter. He told Johnny that he was a sissy to wear all of that protection. He wanted to ride free and easy.

Compare and contrast Johnny and Drake. Complete the Venn Diagram.



Mr. Lazybones

Once upon a time a man called Mr. Lazybones lived beneath a wild fig tree in Laos. All day and all night he lay beneath the wild fig and waited for the fruits to fall into his mouth. People everywhere gossiped about Mr. Lazybones, mocking him and calling him names. “He’s never worked a day in his life,” they sneered. “He’ll never amount to nothing,” they whispered. “He never plants or hunts,” they snapped. “If those figs didn’t drop, he would starve.”

Sometimes people threw rocks at him and called him names and teased him mercilessly. But Mr. Lazybones was so lazy that he didn’t bother to answer them back. He simply sat still with his mouth opened wide, awaiting the moment for the fruit to fall and land upon his tongue.

One day a great wind began to blow and as the figs dropped, the wind swept them up and tossed them through the air. They landed in a nearby stream and floated downstream, bobbing and twirling in the flow of the current. The king’s niece, wiling away an hour or two, sat on the riverbank. When she saw the figs float by, she reached down, picked one up and ate it.

“How delicious!” she exclaimed. “This is the most wonderful fruit I’ve ever eaten.” Then and there she vowed that she would find the man who grew the figs and marry him.

The king promised his niece he would help her find the owner of the figs. He ordered all the fig growers from every corner of the land to bring a sample of their fruit to court. Fig growers came from near and far, but even though the princess found the figs tasty, they were not as delicious as the ones she had previously eaten.

The king announced that the fig grower needed to be found. The people began to laugh because they knew that Mr. Lazybones hadn’t appeared. Mr. Lazybones was too lazy to journey to court. When the princess heard this news, she decided to visit Mr. Lazybones. She found him asleep. She reached up and plucked a fig and tasted it. She knew that she had found the man she would marry.

The king was upset because she wanted to marry this lazy man. He told her if she married this man she would lose her inheritance and never live beneath the palace roof again.

Mr. Lazybones and the princess married and lived happily under the fig tree. They ate and ate to their hearts’ content until one day something terrible happened. The fig tree stopped bearing fruit. The princess fell seriously ill. Mr. Lazybones wept because she had been so kind to him. To keep his wife alive, Mr. Lazybones knew that he would have to work.

He set to growing new fig trees. He worked and worked and the new trees grew large and fruitful. With figs to eat, Mr. Lazybones’ wife was restored to health.

When the king learned of the work that Mr. Lazybones had done, he returned the inheritance and invited the couple to live in the palace with him. Mr. Lazybones and his wife lived comfortably and happily in the palace, and once again Mr. Lazybones did not have to work. Often, sitting upon his chair, he would think. Then one day he said to his wife, “When I was poor and lazy, people called me Mr. Lazybones and teased me. But now that I am rich and lazy, they call me Prince and praise my name.”

7. How is Mr. Lazybones different from the other characters?

8. Where is the setting of this story?

9. What is the main character's problem or conflict?

10. What was the solution to the main character's problem?

The Hen and the Fox

A fox was out looking for a late supper. He came to a henhouse, and through the open door he could see a hen far up on the highest perch, safe out of his reach. Here, thought the fox, was a case for diplomacy. Either that or go hungry! So he gave considerable thought to just how he should approach his intended supper.

"Hello, there, friend hen," said he in an anxious voice. "I haven't seen you about of late. Somebody told me that you have had a sick spell and I was sincerely worried over you. You look pale as a ghost. If you will just step down, I'll take your pulse and look at your tongue. I'm afraid you are in for quite a siege."

"You never said a truer word, cousin fox," replied the hen. "It will have to be a siege, for I am in such a state that if I were to climb down to where you are, I'm afraid it would be the death of me."

11. Name the characters in this story.

12. What is the name of the main character?

13. Where is the setting of this story?

14. What is the main character's problem or conflict?

It Could Always be Worse

There once was a poor man whose life was so miserable, he was at the end of his wits. It was clear he needed advice, and so he went to see his rabbi.

"Holy Rabbi," the poor man cried. "I'm in a bad way and things are getting worse all the time! We are so poor, so poor, that my wife and six children and my in-laws and I all live together in a tiny one-room hut. We are always in each others' way, our nerves are bad and we quarrel because we have so many troubles. Believe me, Rabbi, my home is terrible. I'd rather die than go on in this way."

The rabbi thought and thought about what the man had told him and at last he said, "Son, promise me that you will do as I tell you. If you do, I assure you, your situation will improve."

"I promise, Rabbi," said the poor man. "I'll do anything you say."

"Tell me then, son. What animals do you own?"

"I own a cow, a goat and a few chickens."

“Very well then,” said the rabbi. “Go home and take all these animals into your home to live with you.”

The poor man stared at the rabbi. He couldn’t believe his ears, but he had promised. He went home and took all the animals into his house.

The next day the poor man returned to the rabbi. “Oh Rabbi, Rabbi, you have brought such misfortune upon me!” he cried. “I kept my promise. I went home and took all of my animals into my house. And now things are worse than ever. My house has become a barn! Rabbi, Rabbi, please help me. My life isn’t worth anything now.”

“Son,” the rabbi said calmly, “go home now and take the chickens outside. God will surely help you.”

And so the poor man returned home and took the chickens outside, but very soon afterwards he came running again to the rabbi.

“Holy Rabbi,” he cried, “please, you must save me. The goat is smashing everything inside my house. She breaks cups and saucers everywhere. I can’t live this way, Rabbi. The goat has turned my life into a walking nightmare.”

“Go home then, son,” the rabbi said gently. “Take the goat outside now. God will help you.”

And so the poor man went home and took the goat outside. But before long he came running back to the rabbi. “Oh Rabbi, Rabbi,” the man cried, “what misery you have caused me. The cow turns my house into a stable. She stinks and moos all night long. How can you expect human beings to live peacefully side by side with an animal like that?”

“Of course,” said the rabbi, “you are right. You must go straight home and take that cow out of your house.”

The poor man returned to his house and took the cow outside.

The next day the man came running once more to the rabbi. But this time he was smiling happily.

“Oh Rabbi,” he cried, “you have made my life sweet. With all the animals outside again our house is quiet, and so roomy, and so clean. Rabbi, you have saved my life!”

And with that, the wise rabbi smiled, and sent the happy man home to the peace and harmony of his little family and his spacious one-room hut.

15. Who are the main characters in this story?

16. What is the main character’s problem or conflict?

17. What is the climax of this story?

18. What was the solution to the problem?

19. What is the theme of this story?

Author's Tone

Musicians choose words, sounds, and rhythms to create a unique style of their own. Authors also have different styles that make their writing different from another writer. An author creates his/her own “voice” with the following elements.

1. **Sentence Structure**—the author’s technique of ordering or arranging his/her words in sentences
2. **Tone**—the author’s emotional state of mind or the author’s attitude about the subject
3. **Word Choice**—an author’s technique of using certain words to create a certain effect or tone

The author’s tone is his or her use of emotion when writing. The emotion that the author uses gives you a positive, negative, or neutral feeling about the topic.

- | | |
|----------------------|---|
| Negative tone | In conveying a negative tone, the writer makes you have bad feelings about the topic (unhappiness, anger, sadness, bitterness, etc.). |
| Positive tone | In conveying a positive tone, the writer makes you have good feelings about the topic (silliness, happiness, humor, love, pride, etc.). |
| Neutral tone | In conveying a neutral tone, the writer makes you have no feelings, good or bad. Everything is impartial, the facts, neutral. |

PRACTICE

Choose the correct tone (**negative, positive, neutral**) for each.

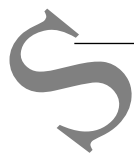
1. Before the coming of the night
The moon shows papery white;
Before the dawning of the day
She fades away.

2. When the Pilgrims landed in November of 1620 in what is now Massachusetts, they needed to provide food and shelter if they were to survive. There were no stores and markets for buying things and no houses for the Pilgrims to move into. They had to meet their own needs, and even the smallest hands contributed to that effort.

3. About 20,000-25,000 polar bears live in the wild across the Arctic. One-quarter to one-fifth of those live on ice in Alaska, the northernmost US state. Other significant groups live in the polar regions of Canada, Russia, Norway and Greenland.

4. People are the reason tigers are threatened. Sometimes people kill tigers because they are afraid or because the tigers are eating farm animals. But the biggest reason people kill tigers is to get their body parts to sell. Many people in Asia believe eating tiger parts will give them some of the tiger’s power. In fewer than 20 years, tigers could disappear from the wild.

-
5. The first sign of a vitamin A deficiency is night blindness. After spending some time in the dark, such as in a movie theater, there is a momentary loss of vision when one is suddenly hit with a bright light. The speed with which a person recovers his vision can indicate that person's vitamin A status.
-
6. Unfortunately, even in our global society, certain groups still cause conflicts. The recent surge in terrorism has severe implications. Terrorism, which involves the use of violence as a means of coercion, has led to plane hijackings, hostage situations, bombings of cars, trains, and buildings, and mass murder. Terrorist acts such as the 2001 World Trade Center destruction and the attack on Benghazi, Libya in 2012 have heightened our awareness of the very real threat that terrorism poses to our safety. Whether acting individually or with a group, a terrorist seeks attention without regard for the destruction of human life. Terrorist groups have usually had a strong religious or political cause for which they fight. These groups believe that committing violent acts is the only way to achieve their goals. The wide availability of weapons increases the risk that terrorist groups can inflict widespread damage.
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7. Edwin Herbert Land is the inventor of the instant camera. In high school he was a brilliant student. During his busy college years, Land started a small business. He made a glare-free plastic sheet; he called it a Polaroid filter. Most carmakers were not interested in Polaroid windshields, so Land used his clever invention in sunglasses. By 1945, Land's small American company had earned 15 million dollars. Land's business soon grew larger. His employees were talented and eager. Before long, European and South American stores were ordering Polaroid sunglasses. Land became very successful. His idea for a new camera was creative and inspired.
-
8. Has a man's own brother, born of the same parents, a right to invade his home, to wage war upon him and his family, and take away his property? And if he should do so, the hurt brother has not only a right but a duty to cut off all communication with that unnatural brother, to drive him from his home, and treat him as an enemy and a stranger. Then why should we any longer submit to our tyrant brother—the power-hungry, abolitionist North!
-
9. Algae have been on Earth for more than 1.6 billion years. Early algae existed when there was hardly any oxygen in the air. Over time, they produced so much oxygen waste that it changed the atmosphere. They put enough oxygen into the air that animals and people could breathe. Without algae, none of us would be here.
-



10. Another threat to our existence is the proliferation of nuclear weapons. Since the Cold War, many nations of the world have agreed to nuclear disarmament. The powerful nuclear weapons created by the US and Russia during the Cold War have been duplicated and even purchased by other countries. Any sustained nuclear attack could inflict utter destruction upon our planet. Therefore, leading countries have taken steps to limit production of such weapons and to eliminate others. However, until all nations with nuclear capabilities agree to such measures, the world will never escape the threat of nuclear war.

11. There were quiet, lyrical days on end under blue, unthreatening skies. There were the redwing blackbirds on the corral fence, and the scent of moss flowers in the spring.

12. In modern America, we have manipulated our environment substantially. Some people would look at our skyscrapers, hotels, and interstates as signs of abuse of, rather than respect for, nature.

13. The Boston Tea Party occurred in 1773 in protest of British tax policies. The colonists were becoming more rebellious as they defied British authority and destroyed British property. The British decided they must punish the colonists and responded with the Intolerable Acts. They closed Boston Harbor, authorized the quartering of troops in any colonial town, and required that British officials be returned to England to stand trial for crimes committed in Massachusetts. They also limited colonial government.

14. Polar climates are located within the Arctic and Antarctic Circles. These regions experience winter-like conditions virtually year-round. Tundra climates have at least one month in the summer with above-freezing temperatures. Very sparse vegetation, such as lichen and moss, can grow during this season. Trees cannot be found. The upper reaches of Alaska, Canada, Russia, and Norway have this type of climate. In ice cap climates, the temperature always stays below freezing, thus producing solid masses of ice. Greenland and Antarctica have this type of climate.

Point of View and Narration

Authors use different narrators to tell their stories. A **narrator** is the person telling the story. The narrator can be a character in the story or someone who is outside the story.

Author's Point of View

Authors choose a way in which to tell a story (point of view). The story can be told in **first person** (*I, me, my, mine*), telling what happens to the writer, or in **third person** (*she, he, him, her, his*), telling what has happened to someone else.

PRACTICE

In what person (**first** or **third**) are the sentences written?

- _____ 1. He fixed his car in two days.
- _____ 2. I tried several recipes from the new cookbook.
- _____ 3. Cautiously, I walked toward the snake.
- _____ 4. She made all of the costumes for the school play.
- _____ 5. He injured his elbow when he fell on the ice.
- _____ 6. I had removed all of the furniture from the room.
- _____ 7. I ate my breakfast as quickly as possible.
- _____ 8. Sarah made sure that she was on the promotion sheet.
- _____ 9. Mr. Weeks plowed the field because he knew rain was coming.
- _____ 10. From my window, I could see Janet's little brother.
- _____ 11. My uncle will not let me keep my cousin's video.
- _____ 12. His boat was secured at the dock.
- _____ 13. Walking down the street one day, I met my first grade teacher.
- _____ 14. Her coat is hanging in the hall closet.
- _____ 15. She was training to be an astronaut.

Comparing and Contrasting Passages

No author is going to deal with a subject in the same way. When given a topic, authors are going to choose what is important to them to include in the story or article.

Nonfiction Passages

When you go into your school library, there will be many books on the same topic. No two books will be alike. When you choose articles or stories on certain topics, each author is going to have his/her own style of writing. Some will use **sensory details** (details of the senses: sight, hearing, smell, touch, and taste) or **technical words** (vocabulary about a certain topic) so that the reader will get a better picture of something. Authors will also have their own point of view. Most authors will take an **objective point of view**. This means that they will look at an event, person, topic, or concept without expressing their opinion. These authors would only state the facts. Others sometime take a **subjective point of view**. This means that they will offer their emotions, opinions, or feelings on a subject. Most of the time, these authors are directly involved in the events of that subject.

Look at some examples. Look at two authors writing about Commander Peary's discovery of the North Pole.

Subjective Point of View

(Henson, one of Commander Peary's companions)

Captain Bartlett was glad to turn back when he did. Leaving Bartlett the morning of April 2, we made twenty miles and the second and following days we made greater distance. No observations were taken. We reached the Pole the night of April 6.

“Well, Mr. Peary,” I spoke up, cheerfully enough, “we are now at the Pole, are we not?” “I do not suppose that we can swear we are exactly at the Pole” was his evasive answer. “Well, I have kept track of the distance and we have made exceptional time,” I replied, “and I have a feeling that we have just about covered the 132 miles since Captain Bartlett turned back. If we have not traveled in the right direction then it is your own fault.”

Commander Peary made no reply, but going off by himself made three separate observations. I can make observations myself, but of course, I did not meddle at this time. At the conclusion of his tests on April 7, he ordered out the American flag, selected a hillock of ice and gave the word to erect the Stars and Stripes thereon. With the assistance of the native boys I did this. Then I led in a cheer for Old Glory.

Objective Point of View

(excerpt from a 1909 newspaper)

For his final assault on the pole, he and 23 men set off from New York City aboard the *Roosevelt* under the command of Captain Robert Bartlett on July 6, 1908. They wintered near Cape Sheridan on Ellesmere Island and from Ellesmere departed for the pole on February 28-March 1, 1909. The last support party was turned back from “Bartlett Camp” on April 1, 1909, in latitude no greater than 87°45' north. On the final stage of the journey towards the North Pole only five of Peary's men, Matthew Henson, Ootah, Eginwah, Seegloo and Ooqueah, remain. In his diary for April 6, he established “Camp Jesup” allegedly within five miles of the pole. On April 7, Peary wrote “The Pole at last. The prize of 3 centuries, my goal for 20 years.”

1. What is the topic of both passages?
2. What is the purpose of the subjective account?
3. What is the purpose of the objective account?
4. What information is found in the subjective account but not in the objective account?
5. What information is found in both passages?

For question 1, the answer would be “discovery of the North Pole.”

For question 2, the answer would be “to offer the feelings, emotions, or opinions about the discovery.”

For question 3, the answer would be “facts about the expedition.”

For question 4, the answer would be “emotions.”

For question 5, the answer would be “doubt about their discovery, Captain Bartlett leaving, April 7—Pole found.”

Fiction Passages

You can also compare fiction passages. When comparing fiction passages, you should look for common themes. The theme of each passage might be good versus evil, love for family and home, or bravery.

Characters in stories can also be compared. The different traits of the characters may be the same or different. Are the characters brave, mad, happy, or excited?

Lastly, notice the events that happen in each story. Does the character in each story have a troubled childhood, a tragedy in the family, or does the character attend a new school?

Both of these stories are fables. See how they compare.

The Lion and the Bulls

A lion often prowled about a pasture where three bulls grazed together. He had tried without success to lure one or the other of them to the edge of the pasture. He had even attempted a direct attack, only to see them form a ring so that from whatever direction he approached he was met by horns of one of them.

Then a plan began to form in the lion's mind. Secretly he started spreading evil and slanderous reports of one bull against the other. The three bulls, distrustingly, began to avoid one another, and each withdrew to a different part of the pasture to graze. Of course, this was exactly what the lion wanted. One by one he fell upon the bulls, and so made easy prey of them all. Moral: United we stand; divided we fall.

The Bundle of Sticks

Once there was a wise farmer whose quarrelsome family drove him almost to distraction. He strove in vain to reconcile his bickering sons with words of good counsel. Then one day he called his sons to his room. Before him lay a bundle of sticks which he had tied together to form a fagot.

Each one of his sons in turn was commanded by the farmer to take up the fagot and break it in two. They all tried, but tried in vain. Then, untying the bundle, the father gave them the sticks to break one by one. This, of course, they did with the greatest ease.

Then said the father: "My sons, by this example you all can see that as long as you remain united, you are a match for all your enemies. But once you quarrel and become separated, then you are destroyed." Moral: In union there is strength.

1. What do both of these passages describe?
2. What theme can be found in both of these passages?
3. What is one difference between the stories?

For question 1, the answer would be "comradeship."

For question 2, the answer would be "You should always work together."

For question 3, the answer would be "the first story has an enemy that separates the united."

PRACTICE

Read each of the following passages in #1-3. Decide whether it is written in the first person or third person point of view.

- _____ 1. James Watt, a Scottish engineer, made the first steam engine. In 1769, he patented his invention. The steam engine, more than any other machine, helped the United States industry grow.
- _____ 2. I had many errands to run on Thursday. I awoke at 7 A.M., ate my breakfast, dressed, and started my day. I drove to the post office to mail some bills, and then went to the grocery store to buy some orange juice and yogurt.
- _____ 3. About 1,250 years ago, a group of Polynesian people left their small islands in the South Pacific. In large canoes, they sailed north searching for a new home. They finally saw land after crossing over 2,000 miles of sea.

Read each of the following passages in #4-5. Decide what tone the author uses.

- _____ 4. Gregory descended the basement staircase slowly and carefully. Sweat was running down his face in large droplets. Goosebumps were all over his body. Something was staring at him from the corner, and he could smell the odor of fear coming from his body.
- _____ 5. I bought my first iPad today. I had saved my allowance for months just waiting for this day to come. I could hardly wait to call my best friend.

You are writing a report on the war in Afghanistan. Look at the list of sources in #6-10. Decide whether the author of the source *most likely* used a “subjective” or an “objective” point of view when writing.

- _____ 6. a newspaper article written about the casualties in Kabul
- _____ 7. a map depicting an area in Afghanistan where the Taliban are hiding
- _____ 8. a letter written by a wife whose husband was killed by an IED
- _____ 9. a chapter in a history book
- _____ 10. a journal page written by an Afghanistan child

Read these two passages and answer the questions that follow.

Cat and the Mouse in Partnership

A certain cat had made the acquaintance of a mouse, and had said so much to her about the great love and friendship she felt for her, that at length the mouse agreed that they should live and keep house together. “But we must make a provision for winter, or else we shall suffer from hunger,” said the cat, “and you, little mouse, cannot venture everywhere, or you will be caught in a trap someday.” The good advice was followed, and a pot of fat was bought, but they did not know where to put it. At length, after much consideration, the cat said, “I know no place where it will be better stored up than in the church, for

no one dares take anything away from there. We will set it beneath the altar, and not touch it until we are really in need of it.” So the pot was placed in safety, but it was not long before the cat had a great yearning for it, and said to the mouse, “I want to tell you something, little mouse; my cousin has brought a little son into the world, and has asked me to be godmother; he is white with brown spots, and I am to hold him over the font at the christening. Let me go out today, and you look after the house by yourself.” “Yes, yes,” answered the mouse, “by all means go, and if you get anything very good, think of me.” All this, however, was untrue; the cat had no cousin, and had not been asked to be godmother. She went straight to the church, stole to the pot of fat, began to lick at it, and licked the top of the fat off. Then she took a walk upon the roofs of the town, looked out for opportunities, and then stretched herself in the sun, and licked her lips whenever she thought of the pot of fat, and not until it was evening did she return home. “Well, here you are again,” said the mouse, “no doubt you have had a merry day.” “All went off well,” answered the cat. “What name did they give the child?” “Top off!” said the cat quite coolly. “Top off!” cried the mouse, “that is a very odd and uncommon name, is it a usual one in your family?” “What does it matter?” said the cat. “It is no worse than Crumb-stealer, as your godchildren are called.”

Before long, the cat was seized by another fit of longing. She said to the mouse, “You must do me a favor, and once more manage the house for a day alone. I am again asked to be godmother, and, as the child has a white ring round its neck, I cannot refuse.” The good mouse consented, but the cat crept behind the town walls to the church, and devoured half the pot of fat. “Nothing ever seems so good as what one keeps to oneself,” said she, and was quite satisfied with her day’s work. When she went home the mouse inquired, “And what was this child christened?” “Half-done,” answered the cat. “Half-done! What are you saying? I never heard the name in my life, I’ll wager anything it is not in the calendar!”

The cat’s mouth soon began to water for some more licking. “All good things go in threes,” said she, “I am asked to stand godmother again. The child is quite black, only it has white paws, but with that exception, it has not a single white hair on its whole body; this only happens once every few years, you will let me go, won’t you?” “Top-off! Half-done!” answered the mouse, “they are such odd names, they make me very thoughtful.” “You sit at home,” said the cat, “in your dark-grey fur coat and long tail, and are filled with fancies, that’s because you do not go out in the daytime.” During the cat’s absence the mouse cleaned the house, and put it in order but the greedy cat entirely emptied the pot of fat. “When everything is eaten up one has some peace,” said she to herself, and well filled and fat she did not return home till night. The mouse at once asked what name had been given to the third child. “It will not please you more than the others,” said the cat. “He is called All-gone.” “All-gone,” cried the mouse, “that is the most suspicious name of all! I have never seen it in print. All-gone; what can that mean?” and she shook her head, curled herself up, and lay down to sleep.

From this time forth no one invited the cat to be godmother, but when the winter had come and there was no longer anything to be found outside, the mouse thought of their provision, and said, “Come cat, we will go to our pot of fat which we have stored up for ourselves—we shall enjoy that.” “Yes,” answered the cat, “you will enjoy it as much as you would enjoy sticking that dainty tongue of yours out of the window.” They set out on their way, but when they arrived, the pot of fat certainly was still in its place, but it was empty. “Alas!” said the mouse, “now I see what has happened, now it comes to light! You are a true friend! You have devoured all when you were standing godmother. First top off, then half done, then—.” “Will you hold your tongue,” cried the cat, “one word more and I will eat you too.” “All gone” was already on the poor mouse’s lips; scarcely had she spoken it before the cat sprang on her, seized her, and swallowed her down. Verily, that is the way of the world.

The Pot of Honey and The Big, Fat Cheese

Once upon a time, in a faraway land, Uncle Bear kept to himself a pot of honey and a big, fat cheese. Mr. Fox kept no cheese and no honey. Mr. Fox kept nothing at all but his wits.

Now, Mr. Fox decided that it might be very fine indeed if he and Uncle Bear went into partnership. “Uncle Bear,” said he, “a head full of wits like mine is worth far more than your pot of honey and your big, fat cheese.” Now that was true, except that folks cannot share wits the way they can a pot of honey and a big, fat cheese. Folks cannot share wits the way they might share a bushel of corn or a plate of salami and eggs. No, wits are hard to share, but all the same Uncle Bear agreed to go into a partnership with Mr. Fox.

So that’s what they did. “Now how do we divide things?” asked Uncle Bear.

“We’ll use the wits for now,” said Mr. Fox, “and save the pot of honey and the big, fat cheese for later when we need them.”

“For a rainy day,” said Uncle Bear. They shook on that.

A few days after Mr. Fox and Uncle Bear went into partnership, Mr. Fox felt hungry for honey. He and Uncle Bear were sitting in their cozy den, and Mr. Fox said, “Uncle Bear, I’m feeling under the weather today. I think I’ll just go off to see the Brother Doctor.”

“Very well,” Uncle Bear said, and off went Mr. Fox. But he didn’t go to the doctor. No, he went to the storehouse, sat right down, and stuck his snout into the honey jar. And he gobbled up a fair bit of Uncle Bear’s share of the partnership. Then he lay down in the warm sunshine and bathed and sighed deeply. “Oh,” said he, “a sunbath is very pleasant, especially after such a mouth watering meal.”

Mr. Fox awoke and returned to the den, and Uncle Bear said, “How do you feel now, partner?”

“Oh, well enough,” said Mr. Fox.

“And did you take some bitter medicine?” asked Uncle Bear.

“Oh no, it was good,” sighed Mr. Fox.

“And how much did the doctor give you?” asked Uncle Bear.

“Oh, one part of a potful,” said Mr. Fox.

Uncle Bear thought to himself, Oh my, that’s a great deal of medicine to take.

Things went smoothly until another day came along and Mr. Fox was hungry for honey once again, so he said, “I have to go over yonder and visit my aunt,” and waving good-bye to Uncle Bear, he trotted directly to the storehouse, and there he ate up a great deal of the honey, and he slept for awhile in the sun. Then he went back to the den.

Uncle Bear asked, “And did you see your aunt?”

“Oh yes,” said Mr. Fox.

“And did she give you anything?” asked Uncle Bear.

“Oh yes,” said Mr. Fox.

“And what was it she gave you?” asked Uncle Bear.

“Why, she gave me something of a pot,” said Mr. Fox.

And Uncle Bear thought to himself, Oh dear! That is a strange gift for an aunt to give her nephew.

A few days more passed and pretty soon Mr. Fox was thinking of honey again. This time it was a chris-

tening he had to attend, and he went to the pot of honey, and this time he finished it off. He took a nap in the sun and returned to the den.

Uncle Bear asked, “Did everything go smoothly at the christening?”

“Oh, smoothly enough,” said Mr. Fox.

“And did they have a christening feast?” asked Uncle Bear.

“Oh, yes,” said Mr. Fox.

“And what did they serve?” asked Uncle Bear.

“Oh, everything in the pot,” said Mr. Fox. Dear, dear, thought Uncle Bear, they must have been a hungry bunch to eat a whole pot.

So a while passed, and one day Uncle Bear got a craving for some honey, so he said to Mr. Fox, “Let’s have a feast. We’ll invite Father Goat to our place and eat up the pot of honey and the big, fat cheese.”

The idea pleased Mr. Fox, so Uncle Bear went to invite Father Goat to come eat the honey and the cheese, and off trotted Mr. Fox to the storehouse. “See, now,” said Mr. Fox to himself as he stood in the storehouse, “the pot of honey and the big, fat cheese belong together. It would be a pity to part them.” So he sat down and in less time than it took to say, “We’ll make a partnership,” and the cheese was all inside him.

Mr. Fox returned to the den, and there sat Father Goat toasting his toes at the fire, awaiting supper. And there stood Uncle Bear on the back doorstep sharpening the big bread knife.

“Hello!” said Mr. Fox to Father Goat, “What are you doing here?”

“Waiting for supper, that is all,” said Father Goat.

“And where is Uncle Bear?” asked Mr. Fox.

“He’s sharpening the bread knife,” said Father Goat.

“Yes,” said Mr. Fox, and then he whispered, “when he is through with that, he says he is going to cut off your tail.” Dear, dear, but Father Goat was frightened. He thought, “This is no place for me!” So off he marched, right out the front door. Mr. Fox went out to Uncle Bear and said, “That was a fine friend you asked to sup with us.”

Uncle Bear looked up from his knife and said, “Why? What do you mean?”

“Oh ho,” said Mr. Fox, “that sneaky Father Goat has marched off with our pot of honey and our big, fat cheese, and we will sit down and whistle over an empty table.”

When Uncle Bear heard this, he at once got up, and off he went after the thief. “Stop! stop!” he bawled. “Let me have a little, please . . . Father Goat, let me have just a little . . .”

And Father Goat thought that Uncle Bear was speaking of his tail, for he knew nothing of the honey or the cheese. So he knuckled down and ran until the gravel flew up behind him.

So nothing was left of the partnership but Mr. Fox’s wits, for nobody could say that Father Goat carried off any wits.

The pot of honey and the big, fat cheese were gone, and no one can live on thin air. That’s the truth. So Uncle Bear and Mr. Fox sat down to think. But that’s another story altogether.

11. Compare the characters in the two stories. How are they alike? How are they different?

12. How are the themes alike in these stories?

13. What can the reader conclude about the cat in the first story and Mr. Fox in the second story?

Read these two passages and answer the questions that follow.

Amish Laws—21st Century

The Amish community is most popular in Pennsylvania, Ohio, and Indiana. They are known for their simple lifestyles, strict work ethic, and reverence to God. The Amish claim that they just want to be left alone, but the federal government is meddling in their lives and livelihoods by fining Amish sawmills and woodworking shops that employ teenagers, in violation of child-labor laws. Federal law bars children under age eighteen from working in sawmills and woodworking factories because they are so dangerous. Amish religious rules, however, require children to leave school after eighth grade and then learn a trade. For generations of young men, that trade was farming. The plain horse-drawn buggies traveling the back roads of Amish communities once passed endless miles of pasture and plowed fields. Today, the road-sides are increasingly punctuated by sawmills and woodworking shops that produce furniture. While child-labor laws threaten to keep teenagers away from hazardous machinery, the Amish have an additional goal. They wish to teach the next generation the value of hard work, commitment, and traditions.

Amish Business

One local Amish father began working off the farm buying standing timber, cutting logs, and selling them to sawmills. He had three sons who began to grow up and join him in his work. Along the way, he acquired a sawmill and began to process the logs he was buying and cutting. The sawmill became his family business.

Milling logs is not a simple process of just cutting the log up into slabs of rough cut dimensions. Since most Amish communities restrict their members from hooking up to the power lines and utilizing electricity in their homes and businesses, the Amish businessman had to be innovative. A diesel generator had to be utilized to run the industrial equipment.

All Amish sawmills are good stewards of the Earth's resources. The Amish have found additional uses for the waste products created by the sawmill. After debarking the trees, the bark is ground up into bark mulch, and it is wholesaled to a retailer or retailed right from the mill.

Grandsons and granddaughters will eventually join the business. The girls will be working in the office doing accounting, answering phones and handling customers who walk in. The grandsons will operate machinery and some assemble chairs which is a new part of the family business. The sawmill will offer the family an outlet to retain their way of life for many generations.

14. Compare and contrast these passages.

Review

Excerpt from

How They Bring Back the Village of Cream Puffs When the Wind Blows It Away

A girl named Wing Tip the Spick came to the village of Liver-and Onions to visit her uncle and her uncle's uncle on her mother's side and her uncle and her uncle's uncle on her father's side. It was the first time the four uncles had a chance to see their little relation, their niece. Each one of the four uncles was proud of the blue eyes of Wing Tip the Spick.

1. What is the purpose of this paragraph?
 - a. to entertain
 - b. to inform
 - c. to persuade
 - d. There is no purpose.
2. What tone does the author use?
 - a. positive
 - b. negative
 - c. neutral
 - d. none of the above
3. From what point of view is this paragraph written?
 - a. first person
 - b. second person
 - c. third person
 - d. he

The Telephone

"It talks!" shouted Don Pedro, the emperor of Brazil. Don Pedro had come to Philadelphia in 1876 to help celebrate our nation's 100th birthday. The United States had invited countries from all over the world to take part in a great World's Fair. In the back corner of one of the fair's exhibits, Don Pedro found Alexander Graham Bell showing his new invention, the telephone. The emperor put the

telephone to his ear. To his astonishment, he could hear Bell talking through it. The telephone was one of many amazing inventions that would change American life forever.

4. What tone does the author use in this passage?
 - a. positive
 - b. negative
 - c. neutral
 - d. none of the above
5. What is the purpose of this passage?
 - a. to entertain
 - b. to inform
 - c. to persuade
 - d. There is no purpose.

The Hare and the Fox

Bjornstjerne Bjornson

The fox lay still by the birch-tree's root
In the heather.

The hare was running with nimble foot
O'er the heather.

Was ever brighter a sunshine-day,
Before, behind me, and every way,
O'er the heather!

The fox laughed low by the birch-tree's root
In the heather.

The hare was running with daring foot
O'er the heather.

I am so happy for everything!
Hallo! Why go you with mighty spring
O'er the heather?

The fox lay hid by the birch-tree's root
In the heather.

The hare dashed to him with reckless foot
O'er the heather.

May God have mercy, but this is queer! —
Good gracious, how dare you dance so here
O'er the heather?

6. What is the *best* description of the tone of this poem?
- sarcastic
 - fearful
 - happy
 - sad
7. Which statement *best* explains the irony in this poem?
- The fox could not spoil the fun of the hare.
 - The hare is happy, careful and unaware of the hidden danger.
 - The fox is happy laying by the birch tree root.
 - The hare will dance in the heather all day.

Monkey Business

Once upon a time, Mother Crocodile lived with her son in a great, wide river full of other crocodiles. And on the banks of that great, wide river there were huge, tall trees. And in those huge, tall trees lived dozens of little monkeys.

For a long, long time Mother Crocodile watched the monkeys. One day she said to her son, "Son, I want one of those monkeys. I want to eat the heart of a monkey. You must get me a monkey."

"But Mother," said the Young Crocodile, "how am I to catch a monkey? Monkeys do not come into the water, and Crocodiles do not travel on land."

Mother Crocodile sighed deeply. "Use your wits," she said. "You will find a way."

Young Crocodile thought and thought and thought.

At last he knew what to do. "I'll get the monkey who lives in the tallest tree on the riverbank," Young Crocodile said to himself. "He likes to eat ripe fruit more than all the other monkeys and the best and most plentiful fruit is on the island in the middle of the river. To get it, Monkey would first have to cross the water."

So Young Crocodile swam across the river

towards the tall tree where Monkey lived. "Oh, Monkey," cried Young Crocodile, "come with me to the island where the ripest fruit grows."

Monkey perched on the edge of a branch and looked down at Young Crocodile. "How can I go there? I do not swim."

"Ah," said Young Crocodile, "but I do. I will take you to the island on my back."

Monkey was greedy and wanted the ripest fruits to eat, and so he jumped from his tree onto Young Crocodile's back and off they went.

"This is a fine ride you're giving me," Monkey chattered. "A fine, very fine, fine ride."

Young Crocodile grinned. "You think so?" he asked. "What about this?" And he dived.

"No, no!" cried Monkey as they plunged beneath the smooth surface. Monkey was afraid to let go of Crocodile. He did not know what to do underwater.

Young Crocodile came up and Monkey sputtered and choked. "Crocodile, why did you take me underwater?" he coughed.

"To kill you," answered Young Crocodile. "My mother wants monkey heart to eat."

"Well," said Monkey, "I wish you had told me you wanted my heart. If you had told me I would have brought it with me."

"What?" cried Young Crocodile. "Do you mean to tell me that you left your heart in the trees back on the shore?"

"Yes," said Monkey. "If it is my heart you want we'll have to travel back to the tree to get it. But first, can't we please visit the island with the ripe fruit? We are so near."

"No, no," said Young Crocodile, "we must go straight back to the tree. Never mind about the fruit." And he swam back towards the river's edge towards the tree.

"Now," said Young Crocodile, "you get your heart and bring it back to me at once and then, perhaps, we'll visit the island."

"Very well," sighed Monkey, and he scrambled

onto the bank of the river. Then, whoosh, he scampered up the tree.

And then, from the highest branches, Monkey called down to Young Crocodile who lay in the water below. “My heart is up here, Young Crocodile, and if you want it, you must come here and get it. Then perhaps we’ll visit your mother!”

And with that, all the other little monkeys chattered and laughed away. But the saucy little monkey in the tallest tree, laughed the loudest and the longest – with all his heart, you might say.

8. Where is the setting of this selection?
- Monkeyland
 - near a great, wide river
 - on the shore
 - underwater
9. Who are the main characters of this selection?
- monkeys and crocodiles
 - river, Mother Crocodile
 - Mother Crocodile, Young Crocodile, Monkey
 - little monkey, Monkey
10. What is the conflict in this selection?
- The crocodiles wanted to live with the monkeys.
 - Mother Crocodile wanted to watch the monkeys.
 - Crocodiles do not travel on land.
 - Mother Crocodile wanted to eat the heart of a monkey.
11. What is the climax of this selection?
- Young Crocodile decided to trick the monkey by offering to take him on his back to the fruits on the island.
 - Young Crocodile used his wits.
 - Young Crocodile thought and thought and thought.
 - Monkey was greedy and wanted the ripest fruits to eat.
12. What type of literature is this selection?
- historical fiction
 - fable
 - mystery
 - science fiction
13. Where was Monkey at the end of the selection?
- on the island
 - on the bank of the river
 - in the highest branches
 - inside the crocodile
14. What is the conclusion of this selection?
- The crocodile took the Monkey underwater.
 - The Mother Crocodile ate the Monkey’s heart.
 - The Monkey ate the ripest fruits.
 - The Monkey made the crocodile go back to shore to get his heart.

How It Snowed Fur in Western Virginia

One day Tony heard that a school had been started over in the next valley. Never having been in a school, Tony was anxious to see what one looked like. Early one morning he set out to walk the twenty miles to take a look.

Tony found he liked school right well. He found that by stretching his legs a little more than usual, he could soon take some mighty big steps. Before he was through, he could take a step of almost a quarter of a mile. Along with finding a few short cuts, Tony was able to get to school in jig time.

One day when he was moseying to school, he saw two big mountain lions—he called them painters—one on each side of the path. “They’ll be looking for trouble and I don’t want to be it,” Tony thought. Then he had an idea. “Sic’em! Sic’em!” he cried.

Immediately the two big cats flew at each other. As they tussled they kept jumping higher and

higher. Soon they were jumping as high as Tony’s head. “Sic’em! Sic’em!” Tony yelled again.

This time the two painters jumped as high as the trees and fought harder than ever.

After school Tony used the same path, keeping a sharp eye out for the painters. They were not to be seen but as he drew near the place where he had seen them last, bits of fur began to float down from the sky. “That’s strange,” thought Tony. “Where can this be coming from?”

Tony looked all around and then saw a fleecy cloud from which the fur seemed to be coming. “Why, those painters have jumped so high that they landed in the clouds,” he cried.

And that’s exactly what happened. And that’s the time it snowed fur in western Virginia.

- 15. What is the setting of this story?
 - a. the next valley
 - b. at school
 - c. in the forest
 - d. western Virginia

- 16. Who is the main character in this selection?
 - a. mountain lions
 - b. Tony
 - c. fur
 - d. painters

- 17. What type of literature is this selection?
 - a. autobiography
 - b. fiction
 - c. historical fiction
 - d. biography

- 18. What was the problem as Tony was going to school?
 - a. There was no short cut.
 - b. two big mountain lions were on the path
 - c. It began to snow.
 - d. The school was twenty miles away.

- 19. In the conclusion, how did it snow fur?
 - a. The ice looked like fur.
 - b. Tony made it happen by jumping high.
 - c. It was too cold for real snow.
 - d. The mountain lions jumped up in a cloud, continued fighting, and their fur fell.

- 20. You attended an ACC basketball game this past weekend. Write two sentences about the game. Write the first sentence using an objective point of view and write the second sentence using a subjective point of view.

Read the following excerpt from a play.

MR. ANDREWS: (*climbing into the private jet*) I need a copy of the Richardson contract.

(*He takes out his reading glasses and pen.*)

ASSISTANT: (*walking to Mr. Andrews with a file in her hand*) Here’s the copy of the contract that you wanted, sir.

- 21. In the script, what do the stage directions usually tell?
 - a. which character is speaking
 - b. the main setting of the scene
 - c. the words a character speaks
 - d. how a character should act

- 22. How are the characters designated in this script?

23. Use a Venn diagram to compare and contrast Harry and Andy.

Harry and Andy are brothers. They both plan to plant a garden for their school agriculture project. Their father gave them identical land plots for their gardens in the back of a field beside a grove of pine trees.

Both brothers plowed their plot with the tractor, raked the soil smooth, and planted their seeds. Harry planted carrots, beets, green beans, and squash. Andy planted green beans, cabbage, squash, beets, kale, and spinach. Both boys then watered the garden and spread pine straw over the plot.

Read these two stories and answer the questions.

The Panama Canal Construction

The history of the canal to cross the Isthmus of Panama goes back to the 16th century. A working plan for a canal was drawn up as early as 1529 but no attempts were ever made to dig a canal until 1880. A French company, organized by the builder of the Suez Canal, started work in 1880 on a sea level canal. This effort was unsuccessful and left over 20,000 workers dead from tropical diseases.

The Hay-Bunau-Varilla Treaty was signed with Panama in 1903. This treaty gave the United States the right to build and operate a canal. Americans arrived for the Panama Canal construction in 1903. The first years were spent in preparation as American engineers (George Washington Goethals at the helm) decided on the construction of a lock canal and how to eradicate tropical diseases in the area.

In 1909, the construction of the canal began. The building of the canal was one of the largest construction projects of all time. On August 15, 1914, the construction of the Panama Canal was officially over, and the Panama Canal was officially opened to traffic.

Building the Panama Canal

I, George Washington Goethals, was born in New York in 1858. I was appointed to West Point and was commissioned a second lieutenant in the US Army Corps of Engineers in 1880. On March 4, 1907, I was appointed by President Roosevelt to be the chief engineer of the ICC. In this position, I was in charge of the completion of the Panama Canal.

The canal project, started in 1909, provided many unique problems. First, I had the task of eliminating diseases that would affect our construction workers. Next, I had to cut down to a much lower level several good sized mountains near the center of the isthmus in order to minimize the elevation of the canal itself. And last, but not least, was the mightiest feat, damming of the powerful and erratic Chagres River with the Gatun Dam

forming Gatun Lake and building the huge concrete locks and gates. But when the job was finally done on August 15, 1914, I received the thanks of the US Congress “for distinguished service in construction of the Panama Canal.”

24. Which of the two passages was written from an objective point of view?
- a. first account
 - b. second account
 - c. neither account
 - d. both accounts
25. What information is found in the first account but not in the second account?
- a. the date of ground breaking for the canal
 - b. history of the canal
 - c. the year the canal was completed
 - d. George Washington Goethals

26. What information is found in both accounts?

27. How does the second account help you understand the first account?

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