Directions

Read the story. Then answer questions 1 through 7.

The Scent of Memory

by Christopher Ford

Scientists say that, more than sight, sound, touch, or taste, the sense of smell can trigger memory. For me, the smell of wood smoke always makes me think of autumn. One whiff, and I am twelve, at home on my family’s farm, snuggled in bed as the smell of wood smoke snakes through my slightly-open bedroom window.

It is early autumn, and all around us, our neighbors are harvesting apples. We have been eating apple pie, apple sauce, apple cakes, even apple stew. My family does not own an orchard, but we rejoice in the benefits of the harvest and our special neighbors.

It’s Saturday morning. My father wakes me gently, saying, “Let’s go, Chris, it’s time.” I stand up stiffly, shivering, the chill draft hurrying me over to pull on jeans and a shirt, my favorite old sweatshirt, and my warmest socks.

My mom is already up and at the stove, coffee cup in one hand, stirring a huge pot of oatmeal with the other. It’s not my favorite breakfast in the world, but on a morning like this, with hard work ahead of me, I know I’ll appreciate it later.

“Good stuff, Lynn,” my dad says as he gives my mom a kiss on one cheek. He spoons out a huge bowl for himself and then one for me. Even with raisins and brown sugar, it’s hard to swallow.

“Eat up, Chris,” my dad teases. “It’ll stick to your ribs!”

He and my mom talk as they drink their coffee and eat their breakfast. It’s all bills and money talk, so I tune out, watching the leaves swirl outside. My little sister pads in after a while, all pink fluff and fuzzy curls. Even I have to admit she’s kind of adorable. She crawls silently into my dad’s lap and he nestles her right into the crook of his arm, as if the shape of his arm was made to fit the curve of her back. He manages this maneuver while continuing to sip his coffee and talk to my mom. After we finish breakfast, we say goodbye to the two of them and head out.

It is just past dawn, and in the east, a smattering of lacy clouds drifts slowly across the streaks of pink, orange, and red that forecast a cold day. The fragrance of wood smoke lightly fills the air from the farmers who are burning brush several miles away. Crunch, crunch, crunch, my feet push easily through the carpet of fallen leaves on the way to the barn. The colors are outrageous: orange, red, yellow, and even greens that are bright and playful. I can’t resist kicking a few piles into the air to watch them swirl.

In the barn, it’s warmer, with animal breath and body heat creating a hazy fog. I scratch our old goat, Ginger, behind her ears, pat the orange tabby, Huck, and say good morning to Jessie and her three pups. They are still squirmly and warm, snuggling in for breakfast.
We feed the animals and then load up the truck with everything we need: axes, clippers, small saw, twine, gloves. Our neighbor has trees down and has offered the wood to anyone who wants to come and chop it up. With the winter weather we’re expecting, we can use all the firewood he can spare. The more we can get by on fireplace heat this winter, the better.

“Woo-hoo, you feel that, Chris? Fall is here for sure!” my dad rubs his hands together and starts the truck.

I nod in agreement and reach up to tuck my nose into my sweatshirt collar, then my hands go into my sweatshirt pocket.

Dad laughs. “Don’t worry. In no time at all, you’ll be sweating.”

At Mr. Arnold’s place, there are three trees down: two apple trees and one huge old oak that got dragged down when the apples blew down in our first storm of the season. The holes their roots left behind are enormous, and I want to crawl into them and explore, but Dad has other plans for me.

“Ok, Chris, we’re going to start with the lower branches, here. We’ll strip the branches and work our way up the tree, then we can chop up the trunk.” We dig in, Dad correcting my axe strokes from time to time, interrupting my swing to show me where to hit the branch just right so that I’ll get a cleaner cut. He was right: in no time I’m sweating enough to take my sweatshirt off, but my breath comes out of my mouth steaming in the frosty air.

By noon we’ve stripped off the lower branches and have the truck full of wood, about a cord’s worth. We’ll need about four more to get through the winter, but we thank Mr. Arnold and promise to be back tomorrow.

On the ride home, I nearly fall asleep, so my dad reaches over and gives me a playful punch in the arm. “That went twice as fast today with your help, son. You’re getting pretty strong,” he says and I feel positively mighty.

I watch the orchards as we pass. There are so many shades of orange and red that I can’t possibly record them all, so I breathe deep and flood my nose to best recall the memories of this day.

Line 1 of “The Scent of Memory” introduces the idea that the sense of smell is a stronger trigger of memory than other senses are. Which is the best example of how this idea is developed in the story?

A The narrator thinks about the harvest and the rich scents of apples being baked.
B The narrator recalls the comfort of the family kitchen and a pot of breakfast oatmeal.
C The story unfolds with the narrator recalling the colorful sights and crunchy sounds of the leaves in autumns past.
D The story concludes with the narrator breathing deeply to best record the memories of the day.
2 Read this sentence from line 15 of “The Scent of Memory.”

Even with raisins and brown sugar, it’s hard to swallow.

What does the phrase “hard to swallow” suggest about Chris?
A He has a sore throat.
B He does not like oatmeal.
C He prefers plain oatmeal.
D He is not hungry.

3 Read this sentence from lines 24 and 25 of the story.

The fragrance of wood smoke lightly fills the air from the farmers who are burning brush several miles away.

Which word best replaces “fragrance” in the sentence?
A reek
B odor
C stench
D aroma

4 The details about the apple harvest contribute to what important message in “The Scent of Memory”?
A the value of the generosity of neighbors
B the benefit of having various kinds of fruit available
C the necessity of having the seasons change regularly
D the importance of physical labor for survival
5. Which details from the story best express a central idea of “The Scent of Memory”?
   A. “For me, the smell of wood smoke always makes me think of autumn.” (line 2)
   B. “Crunch, crunch, crunch, my feet push easily through the carpet of fallen leaves on the way to the barn.” (lines 25 and 26)
   C. “The more we can get by on fireplace heat this winter, the better.” (lines 33 and 34)
   D. “By noon we’ve stripped off the lower branches and have the truck full of wood, about a cord’s worth.” (lines 48 and 49)

6. In line 53 of “The Scent of Memory,” Chris feels “positively mighty” because
   A. he has grown taller in the past year
   B. his father would not have been able to do the work himself
   C. his father recognizes his value and ability
   D. he has accomplished something he thought was impossible

7. How does the author develop the narrator’s point of view in “The Scent of Memory”? 
   A. by having the narrator recall a specific memory from his childhood
   B. by having the narrator use only the sense of smell to describe a memory
   C. by having the narrator alternate between past and present to show the past’s influence
   D. by having the narrator reflect on how his life has changed a great deal since his youth
Directions
Read the passage. Then answer questions 8 through 14.

Living in Antarctica
by M. R. Stein

Think you’re tough enough to live in Antarctica? Before you answer, know this: it’s the most inhospitable place on Earth. There’s no native human population there, and it’s no wonder. The average annual temperature is 58 degrees below zero, although the climate is warmer near the coast and colder in the interior. Because Antarctica gets very little rain or snow, it’s considered to be a desert. During the Antarctic winter, the sun doesn’t rise. For six months at a time, the sky brightens a little, but the sun never actually comes up. Antarctica is a tough place to live.

But people do live there. In 1959, the nations of the world signed a treaty guaranteeing that Antarctica would be used for scientific purposes only and not for military operations. Ever since then, Antarctica has been inhabited by human beings. During the Antarctic summer months—from late December to late March—as many as 5,000 people live and work in stations around the continent. During the winter, that number drops to about 1,000.

The people who live in Antarctica are mostly scientists or people who support the work of scientists. The largest community is McMurdo Station, which is operated by the United States Antarctica Program. The USAP is a government agency that’s part of the National Science Foundation. McMurdo is located on the Antarctic coast, 900 miles by icy highway from the South Pole. In the summer, over 1,000 people live at McMurdo, a community with 100 buildings, three airfields, and a harbor for ship traffic.

The airfields and harbor represent vital lifelines to the outside world. Most of the people who travel to and from McMurdo arrive by airplane from Christchurch, New Zealand, which is where the nearest major airport is located. (For this reason, clocks at McMurdo are set to Christchurch time.) Planes come in on runways made of ice or snow. Some planes are equipped with skis instead of wheels for landing. The harbor is critical because the majority of the supplies for the station arrive by ship in January or February. (That’s the height of the Antarctic summer.) Vital supplies include millions of gallons of fuel and millions of pounds of food. Travel to and from Antarctica is easiest from October to February. During the rest of the year, those who live and work at McMurdo are isolated by the severe Antarctic winter.
What’s it like to live in Antarctica, besides cold all the time and dark half the time? Those living at McMurdo live in hotels or dorms. The longer a person has served at McMurdo, the better the place they get to live. During the busiest seasons, people sometimes have to sleep in shifts due to crowded conditions. They eat their meals in the station cafeteria. There’s a store, which sells toiletry items, food, and other necessities, although the supply of many items is limited. Those coming to McMurdo are urged to bring their own personal supplies. There’s a post office to move mail in and out, but it can take a couple of months for a letter or package sent from home to arrive there. McMurdo has a hospital, a place to wash clothes, and a barbershop, where haircuts are free. Recreation facilities give people the chance to play basketball or volleyball, go bowling, take a yoga class, or work out in some other way. Three clubs serve food and drinks. People can watch TV from the American Forces Network as well as stations from Australia and New Zealand. There’s Internet service and even a cash machine, although with so few places to spend money, it’s not an especially busy one.

The first explorers to visit Antarctica were lone adventurers or small groups. The groups living at McMurdo and elsewhere in Antarctica are still small, but people are not lone adventurers. McMurdo’s living quarters are crowded and everyone’s a long way from home, so friendships are made quickly. People are connected to the outside world primarily via satellite telephone and the Internet. Although the buildings of McMurdo are not very attractive—they’re built to protect people, not to look pretty—there’s stark yet beautiful scenery to be enjoyed during the months when it’s safe to venture outside. And when McMurdo residents return home, wherever home is, they take the memory of living in a place that is like nowhere else on Earth.

In addition to the United States, seven other countries claim territory and have scientific stations in Antarctica: New Zealand, Australia, France, Norway, the United Kingdom, Chile, and Argentina. Some of these land claims overlap one another. The Antarctic Treaty of 1959 established freedom of scientific inquiry in Antarctica, but it didn’t settle these territorial claims. The seven countries, along with the United States, have nevertheless worked peacefully in Antarctica for over 50 years, and other countries have sent scientific expeditions and established bases on the continent.
8. Why does the author **most likely** include information about the Antarctica treaty in lines 7 through 9 of the passage?

   A. to explain why there are people living in Antarctica
   B. to discuss how treaties can help countries cooperate
   C. to outline the differences between scientific purposes and military purposes
   D. to describe why the number of people in Antarctica drops during the winter

9. Which statement is **most strongly** backed up by evidence in the passage?

   A. Scientists don't think there is much to study in Antarctica.
   B. Political tensions in Antarctica make war a likely outcome.
   C. Isolation and challenging living conditions could make living in Antarctica seem unappealing to most people.
   D. It is so cold in Antarctica that people never go outside unless they are traveling to or from the continent.

10. Which detail from the passage **best** develops the idea that Antarctica is a region worth investigating?

    A. The terrain of Antarctica receives little rain or snow.
    B. The nations of the world have established Antarctica as a center for scientific study.
    C. The USAP is a government agency belonging to the National Science Foundation.
    D. The scenery of Antarctica is stark yet beautiful during the summer months.

11. What is the definition of the word “satellite,” as used in line 50?

    A. an individual who follows another person or organization
    B. a nation that is under the political control of another nation
    C. a planet in space that revolves around another body in space
    D. an artificial object designed for communication
12 The passage says that people traveling to McMurdo fly from Christchurch. According to the map, about how far from McMurdo Station is Christchurch, New Zealand?

A  a little over 500 miles  
B  a little over 1,000 miles  
C  a little over 1,500 miles  
D  a little over 2,000 miles

13 Which evidence from the passage most strongly supports the idea in lines 47 through 54 that people in Antarctica today are not “lone adventurers”?

A  Residents of McMurdo tend to form friendships quickly.  
B  Residents of McMurdo are isolated for most of the year by the severe Arctic weather.  
C  Since 1959, Antarctica has been used for scientific, not military, purposes.  
D  The airfields, harbor, Internet, and satellite telephone are lifelines to the outside world.

14 Which is the best summary of the passage?

A  Different countries claim parts of Antarctica. Some of their claims overlap. Still, these countries have peacefully shared the continent for over fifty years.  
B  People living in Antarctica stay in hotels or dorms. They can buy food and other goods, but supplies are limited. So they are wise to bring their own things.  
C  The nearest airport to Antarctica is in Christchurch, New Zealand. Clocks at McMurdo, Antarctica are set to Christchurch’s time. Planes land on runways made of ice or snow, and planes often have skis instead of wheels.  
D  It is difficult to live in Antarctica because the weather is extreme and it is hard to get there. Most people who live there are scientists. They have created a functional community in McMurdo.
Directions
Read the play. Then answer questions 15 through 21.

from Langston Hughes: Poet of the People

Sylvia Kamerman, adapted excerpts from “Langston Hughes: Poet of the People”
from The Big Book of Large-Cast Plays.

SCENE 1


SETTING: Study in James Hughes’s home near Mexico City. A desk, chair, and wastebasket are center. Accountant’s ledger lies closed on edge of desk. Floor vase with tall pampas grass stands nearby.

AT RISE: LANGSTON HUGHES sits writing at desk. SEÑORA GARCIA enters, holding feather duster.

SEÑORA GARCIA: Señor Langston, how can you sit in one place for hours just writing?

LANGSTON (Leaning back): Señora Garcia, if I could spend my whole life writing, I’d be happy.

SEÑORA GARCIA (Dusting vase): You are a true artist, Señor Langston. (Turns; sighs) It is too bad that your father does not understand. You two belong to different worlds. You are a dreamer, and he is such a practical man. . . . (Door slams off) . . .

(MR. HUGHES enters, frowning.)

SEÑORA GARCIA (Turns with big smile): Buenas días, Señor Hughes. We were not expecting you back from Toluca so soon.

MR. HUGHES: Hello, Señora Garcia. (As he removes his poncho) Langston?

LANGSTON (Rising; uncomfortably): Hello, Father. (MR. HUGHES gives poncho to SEÑORA GARCIA, who exits with it.)

MR. HUGHES: Well, Langston, let me see what progress you’ve made with the accounting problems.

LANGSTON (Hesitantly): Father, I need to talk to you.

MR. HUGHES (Pointing to ledger): We should go over the accounting problems first, and after dinner, we’ll work on your Spanish lessons.

LANGSTON (Pleading): Father, please listen to me . . .

MR. HUGHES: We can talk later, son. Let me see your bookkeeping. If you’re going to run this ranch someday, you’ll have to learn how to keep accounts. (Sits at desk)

LANGSTON (Giving ledger to MR. HUGHES): I’m afraid I didn’t get much done.

MR. HUGHES (Slowly turning pages; irritated): Langston, you’ve hardly done any work on these at all.

LANGSTON (Pleading): I tried—I really did. (Sighs) Accounting just isn’t for me. I’m more interested in other things (Paces)—like writing.

MR. HUGHES (Slamming ledger shut): So—just as I thought. I suppose you’ve been sitting around here since I left—daydreaming?
LANGSTON: Actually, I’ve been very busy.

MR. HUGHES (Angrily): I didn’t bring you to Mexico just to waste your life, Langston.

LANGSTON: I appreciate what you’re doing for me, but—

MR. HUGHES (Banging desk): No excuses! You can be as successful as I am. (Rises) I left the States and moved here to Mexico because here a black man can live like any other man. That’s why I insisted you move here from Cleveland . . . so you can have more opportunities! Here if a man works hard, he can be a success at whatever he wants.

LANGSTON (Confidently): I plan to be a successful writer.

MR. HUGHES: Nonsense! You’ll attend a good school and earn a degree in engineering.

LANGSTON (Surprised): Engineering?

MR. HUGHES: Of course. (Proudly) I can afford to send you to the finest schools in the world. (Thoughtfully) I hear there are excellent schools in Switzerland.

LANGSTON (Stunned): Switzerland! (Agitated) I don’t want to go to school halfway around the world.

MR. HUGHES: All right, if you feel that strongly about it. Let’s see. (Thinks) What are some schools with good engineering departments?

LANGSTON (Eagerly): What about Columbia?

MR. HUGHES: Columbia University in New York City?

LANGSTON: Yes! My grades were good in high school. I think Columbia would accept me.

MR. HUGHES (Pleased): That’s more like it. Now, forget that silly writing business, and we’ll see about getting you an application for Columbia. (SEÑORA GARCIA enters.)

SEÑORA GARCIA: Dinner is ready, Señor.

MR. HUGHES: We’ll be right there. (He turns, sees paper on the floor) What’s this?

LANGSTON: (Hurriedly): It’s nothing. I’ll get it. (MR. HUGHES picks up paper, glances at it, and frowns.)

MR. HUGHES: Is this one of your poems?

LANGSTON (Sheepishly): Yes. (Reaches for paper, but MR. HUGHES crumples it.)

MR. HUGHES (Sternly): You won’t have any more time for poetry. (Drops paper into wastebasket and puts arm around LANGSTON’S shoulders.) We’ll talk later about what courses you’ll take at Columbia University next year. You’ll have to study a lot of science and math. (They exit, SEÑORA GARCIA takes crumpled paper from wastebasket, smooths it out.)

SEÑORA GARCIA (Sadly): Poor Señor Langston. Why can’t his father just accept him the way he is? (Puts paper in desk drawer and exits. Curtain.)
15 Read this sentence spoken by Señora Garcia to Langston in line 7.

You two belong to different worlds.

What does Señora Garcia mean by the phrase “belong to different worlds”?

A Langston wants to live close to home, but Mr. Hughes wants to live far away.
B Langston values creativity, but Mr. Hughes values practical business sense.
C Langston likes Cleveland, but Mr. Hughes prefers living near Mexico City.
D Langston is part of the modern generation, but Mr. Hughes is old-fashioned.

16 How does Langston respond when his father suggests that he should go to a college in Switzerland?

A He suggests a university in New York City.
B He asks if he can go to college in Mexico.
C He stubbornly refuses to go to school in Switzerland.
D He agrees to study in Switzerland if he can be a writer.

17 During which scene does the mood of the play become more intense?

A when Señora Garcia is dusting and talking to Langston
B when Mr. Hughes inspects Langston’s bookkeeping
C when Langston suggests going to Columbia
D when Langston and his father exit the room

18 How does Señora Garcia contribute to the theme of the play?

A Through her loyal service to Mr. Hughes, she shows that children would do best to respect and obey their parents’ wishes.
B By disappearing when the conversation turns difficult, she supports the idea that it’s best to stay out of others’ business.
C Through her sympathy for Langston, she expresses the feeling that people should be allowed to follow their dreams.
D When she grabs Langston’s poem from the wastebasket, she demonstrates that being a rebel is the way to happiness.
19 Which of the following sentences from “Langston Hughes: Poet of the People” expresses one of its central ideas?

A  “You are a dreamer, and he is such a practical man.” (lines 7 and 8)
B  “Langston, you’ve hardly done any work on these at all.” (line 23)
C  “Here if a man works hard, he can be a success at whatever he wants.” (lines 33 and 34)
D  “We’ll talk later about what courses you’ll take at Columbia University next year.” (lines 54 and 55)

20 Read the following selection from lines 53 through 56 of the play.

MR. HUGHES (Sternly): You won’t have any more time for poetry. (Drops paper into wastebasket and puts arm around LANGSTON’s shoulders.) We’ll talk later about what courses you’ll take at Columbia University next year. You’ll have to study a lot of science and math. (They exit, SEÑORA GARCIA takes crumpled paper from wastebasket, smooths it out.)

How does the dialogue and stage direction help convey the play’s theme?

A  It expresses how being a dreamer is much more difficult than simply being practical.
B  It shows how fathers show affection for sons and underscores the importance of family.
C  It makes clear that respecting older family members will lead to greater happiness than defying them.
D  It shows that while some may be rigid about their beliefs, others may believe in poets and other dreamers.

21 Which best retells the main events of “Langston Hughes: Poet of the People”?

A  Langston tells Señora Garcia he doesn’t want to be an engineer. Mr. Hughes arranges for Langston to go to Columbia. Señora Garcia later removes the poem from the wastebasket.
B  Langston ignores his bookkeeping and writes poems instead. Mr. Hughes comes home and Langston tells his father he wants to write. His father insists that Langston become an engineer.
C  Señora Garcia tells Langston to honor his father’s wishes. Mr. Hughes tells Langston that with hard work he can become whatever he wants. Langston says he wants to become a writer.
D  Mr. Hughes is upset that Langston didn’t do his bookkeeping. They know that it’s dinner time. Father and son sit down and both decide that Langston’s future is as an engineer.

GO ON
Directions
Read the passage. Then answer questions 22 through 29.

Worth More Than Gold

by Amy Charles

Every summer, millions of acres of America are green with growing crops. American farmers grow wheat, soybeans, corn, and other foodstuffs, and it’s an impressive sight. There’s also something eerie about it, though. Each field grows an army of identical plants. Every cornstalk in the cornfield is exactly like its neighbors, with the same DNA. That means it has the same instructions for building itself. This kind of field is called a monoculture, *mono* meaning “one.”

This is of some benefit to the farmer because each plant grows about as well as the next. The farmer is in trouble, however, if a pest or disease strikes. If one cornstalk in the field can be killed easily by an attacker, so can all the rest. This was a serious problem in Ireland long ago. The Irish potato famine in 1845 was caused by a fungus that is extremely harmful to potatoes. Because all the potatoes in Ireland at the time were so similar, most of the potato crop died. And because potatoes were the main food in Ireland at the time, people began to starve. The situation became even worse because the fungus stayed in the ground. When new potatoes were planted, the fungus killed them, too. Within 25 years, nearly half of Ireland’s people had starved or moved away.

Why was the famine so destructive in Ireland? One problem was that we didn’t have the science to know what had gone wrong; people didn’t know about DNA. DNA tells the cell how to take atoms, the smallest pieces of matter, and make from them the smallest pieces of the body. These pieces, called molecules, are too small for us to see, but once they’re made, the molecules work together to grow the body and keep it alive.

Some molecules are great at fighting disease. Unfortunately for those desperate farmers in Ireland, none of the potatoes they planted, year after year, could make the right molecules. Because of this, the potatoes weren’t protected from the fungus.

Scientists now know how to solve that problem, and the answer lies in how DNA works. DNA is a molecule, too—a long molecule at the center of the cell. The cell can read DNA like a cookbook, finding recipes that tell how to make other molecules that it needs. We call the recipe for each molecule a gene. If you want molecules that will fight potato fungus, you need the genes for making those molecules. If a potato doesn’t have those genes, that potato can’t fight the fungus. One way to solve the problem is to give the potato the right genes. To find those genes, we look in other strains, or kinds, of potatoes. We look for a potato that can fight off the fungus. That potato has the genes for making the right molecules. Then all we have to do is put that plant’s genes into the unprotected potato plants. And, roughly speaking, we know how to do that.

Here’s the big question, though: Where do you find that super-strong potato when a fungus is attacking? The answer comes from scientists and farmers around the world who have built gene banks to keep our food supply safe. All over the world, scientists and farmers collect seeds from different crop plants—corn, potatoes, alfalfa, wheat, oats, rice, and every other grain, fruit, and vegetable; they collect them all. They record what diseases and pests each plant can fight off, and they record which plants can live well in certain conditions, such as limited water, high heat, floods, or poor soil. Then they store seeds from each plant in a safe place, a gene bank.
Now, when a pest attacks a wheat crop in Oklahoma, scientists don’t wait. They look in gene banks for a strain of wheat that fights that pest well. They can use that wheat’s genes to create a new wheat plant that will grow well in Oklahoma and will also fight off the pest.

There are over 1600 plant gene banks around the world, and one of the most famous gene banks is in Norway. It's an abandoned coal mine north of the Arctic Circle, in a group of islands called Svalbard. This bank stores backup copies of seeds that are in other banks around the world. The Svalbard bank now has copies of over half a million seeds. If crops are in trouble, what’s in those vaults is worth more than gold.

That's the extent to which scientists and farmers around the world go to protect those crops growing all across the Midwest—and Brazil, and Russia, and China. Thanks to their work, the food supply for seven billion people is safer than it ever was before.

22 Based on what you learned in lines 1 through 5, what does “monoculture” mean?
   A  crops grown by one farmer
   B  a place where similar people live
   C  millions of seeds stored in a gene bank
   D  a crop with plants that are exactly alike

23 What is the main purpose of lines 22 through 30?
   A  They introduce the topic of worldwide famine.
   B  They provide a definition of the key term “fungus.”
   C  They show how genes can solve the problem of crop disease.
   D  They pose and answer logical questions about DNA and genes.
24. Which detail from the passage best supports the idea that growing monocultures can be risky?

A. A plant gene bank in a group of islands called Svalbard holds copies of half a million seeds.
B. Some seeds collected in plant gene banks have the trait of being able to grow with very little water.
C. The Irish potato famine happened because most farmers planted the same kind of potato.
D. The global food supply must be protected in order to feed more than seven billion people.

25. Which statement is best supported by evidence in the passage?

A. Scientists discovered DNA sometime after 1845.
B. Most people in Ireland ate more wheat than potatoes in the mid 1800s.
C. The first plant gene bank ever created is located in Svalbard, Norway.
D. There are no plant gene banks in the United States or Brazil.

26. How does the author demonstrate the purpose of plant gene banks?

A. with a story about an imagined crop in Oklahoma
B. with a description of a famous location in Norway
C. with a detailed story about the Irish potato famine
D. with a discussion of American monocultures
Based on the passage, what does the author believe about the use of plant gene banks?

A  Plant gene banks are a good first step, but people should do much more to protect the food supply.

B  It is immoral for scientists to use one plant’s DNA to alter another plant, no matter what.

C  Plant gene banks can solve many of the problems caused in crops by diseases and pests.

D  People should be forced to grow more varieties of plants to avoid the necessity of plant gene banks.

Which of the following reasons best supports the claim that the backup seeds in the Svalbard gene bank are “worth more than gold”?

A  If the world’s food supply is threatened, no amount of gold will buy the seeds in the gene bank.

B  If the world’s food supply is threatened, the seeds in the gene bank can be used as money.

C  If the world’s food supply is threatened, the world’s gold supply will also be threatened.

D  If the world’s food supply is threatened, gold won’t keep people from starving.

Which of the following should be left out of a summary of the passage?

A  The Irish potato famine in the 1800s was made worse because people at the time did not know about DNA.

B  To get molecules that will fight a potato fungus, you need to have the right materials.

C  One solution to possible problems caused by monocultures lies in the field of genetics, in plant DNA.

D  To protect the world’s crops, a gene bank in Svalbard, Norway, has backup copies of more than half a million seeds.
Everyday Mysteries:
“Is a coconut a fruit, nut or seed?”

from the Library of Congress
http://www.loc.gov/rr/scitech/mysteries/coconut.html

Question:
Is a coconut a fruit, nut or seed?

Answer:
Botanically speaking, a coconut is a fibrous one-seeded drupe, also known as a dry drupe. However, when using loose definitions, the coconut can be all three: a fruit, a nut, and a seed.

Botanists love classification. However, classification of plants can be a complicated matter for the average person. Coconuts are classified as a fibrous one-seeded drupe. A drupe is a fruit with a hard stony covering enclosing the seed (like a peach or olive) and comes from the word drupa meaning overripe olive. A coconut, and all drupes, have three layers: the exocarp (outer layer), the mesocarp (fleshy middle layer), and the endocarp (hard, woody layer that surrounds the seed).

The coconut we buy in the store does not resemble the coconut you find growing on a coconut palm. An untouched coconut has three layers. The outermost layer, which is typically smooth with a greenish color, is called the exocarp. The next layer is the fibrous husk, or mesocarp, which ultimately surrounds the hard woody layer called the endocarp. The endocarp surrounds the seed. Generally speaking, when you buy a coconut at the supermarket the exocarp and the mesocarp are removed and what you see is the endocarp.

Some scientists like to refer to the coconut as a water dispersal fruit and seed. A seed is the reproductive unit of a flowering plant. From a reproductive point of view, a seed has the “baby” plant inside, with two basic parts: the embryo root (hypocotyl) and the embryo leaves (epicotyl). In the coconut’s case, if you look at one end of the coconut, you’ll see three pores (also called eyes). The coconut seed germinates and a shoot emerges from one of the pores. In addition to the “baby” plant in the seed, there is the food to kick off its life called the endosperm. The endosperm is what makes up most of the seed and, in the coconut’s case, is the yummy white stuff we eat.
The word coconut itself can also be confusing because the word “nut” is contained in the word. A nut can be defined as a one-seeded fruit. With that loose definition, a coconut can also be a nut. However, a coconut is not a true nut. A true nut, such as the acorn, are indehiscent or do not open at maturity to release its seeds. The seeds are released when the fruit wall decays or are digested by an animal.

Yet another interesting aspect of the coconut that has baffled scientists for over 200 years is where did it originate? Is it of Old World or New World origin? Scientists have used art, botany, entomology, etymology, folklore, fossils, genetics, and travel records to try to figure out where the coconut first appeared.

Odoardo Beccari, a renowned palm specialist from the early 20th century, suggests that the coconut is of Old World origin and more than likely came from the Indian Archipelago or Polynesia. To strengthen his argument, there are more varieties of coconut palms in the Eastern hemisphere than in the Americas.

However, some scientists (O. F. Cook, H. B. Guppy, K. F. P. von Martius) argue that the coconut is of New World origins, having migrated westward across the Pacific.

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1 Old World and New World: The term “New World” describes the Americas and Australia, while the term “Old World” describes most of Asia, Africa, and Europe.
The details in lines 20 through 24 of the passage support which of the following claims?

A  The outside of the coconut is the part we eat.
B  The coconuts available in stores look the same as coconuts growing on palms.
C  Most of the coconut can be used as food.
D  Many people would not recognize a coconut if they saw one in nature.

How does a coconut differ from an acorn?

A  The acorns available in stores look different from the acorns that grow on trees, but the coconuts in stores look the same as the coconuts on trees.
B  The acorn is related to both peaches and olives, but the coconut is only related to peaches.
C  The acorn's fruit walls do not open on their own, but pores in the coconut's fruit walls open on their own to release the seed.
D  The acorn's seed is protected by a hard covering called an endocarp, but the coconut's seed is not.

Why does the author include lines 20 through 24 in the passage?

A  to warn people that stores do not sell real coconuts
B  to explain where coconuts came from
C  to list all the ways coconuts are like seeds
D  to describe the different parts of coconuts
Read the following sentence from bullet 2 of the sidebar titled “Interesting Coconut Facts.”

When intra-venous (IV) solution was in short supply, doctors during World War II and Vietnam used coconut water in substitution of IV solutions.

Which of the following can be inferred from the information in this sentence?
A Coconuts are easy to find all over the world.
B Coconuts are full of nutrients.
C Doctors believe coconuts are a good snack food.
D People can live on coconuts alone.

Which detail from the passage best develops the idea that coconuts can be difficult for people to classify?
A “The coconut we buy in the store does not resemble the coconut you find growing on a coconut palm.” (line 20)
B “The outermost layer, which is typically smooth with a greenish color, is called the exocarp.” (lines 21 and 22)
C “The word coconut itself can also be confusing because the word ‘nut’ is contained in the word.” (line 32)
D “Yet another interesting aspect of the coconut that has baffled scientists for over 200 years is where did it originate?” (lines 37 and 38)

Which detail from the passage is supported by the photo?
A “The next layer is the fibrous husk, or mesocarp, which ultimately surrounds the hard woody layer called the endocarp.” (lines 22 and 23)
B “A seed is the reproductive unit of a flowering plant.” (lines 25 and 26)
C “The coconut seed germinates and a shoot emerges from one of the pores.” (lines 28 and 29)
D “At one time scientists identified over 60 species of Cocos palm.” (bullet 8 of “Interesting Coconut Facts”)
Directions
Read the passage. Then answer questions 36 through 42.

Classical Music Scores with Studies

by Karen Brinkman

Last week my friend and I were studying for our world history test. I was a little surprised when he plugged in his MP3 player and began to shuffle through his playlist.

“Uh, don’t you think we should be focusing on history, Ben?” I asked.

“Ah, but I AM. This is going to help,” he replied. He told me about an article he’d read that was all about how listening to music helps you concentrate. I thought that sounded interesting, so I agreed to listen to music during our study session.

But we didn’t just listen to the music; we actually conducted a study of our own. We decided to listen to three kinds of music while we studied: rap music while studying ancient Greece, rock while studying ancient China, and classical music while studying ancient Egypt. We wanted to see how the different musical genres would affect our ability to focus and understand the different concepts we had to cover for the test.

The study session seemed to fly by, and it produced some interesting results. The rap music gave us energy to review the history of Greece, but when we had to memorize a complicated table of information, the music seemed too distracting, so we turned it off. We moved on to China and had the same experience. At first, the rock music kept us perky and engaged. But when we had to analyze ancient political concepts, we again turned off the music, which seemed too distracting. Finally, we turned our focus to ancient Egypt. We turned on the classical music, and we kept it on the entire time. The music relaxed and soothed us, but never disturbed our concentration. We felt little stress and anxiety, even when our studying turned complicated.

The experience we had inspired me to do some research about listening to music while studying. Both my research and my experience led me to conclude that listening to classical music is beneficial while studying.

Studies show that classical music has a positive effect on the human brain. Scans of the brain reveal that both sides of the brain become activated when a person listens to music. The left side is stimulated by pitch and rhythm, while the right side responds to timbre\(^1\) and melody. When both sides are warmed up and ready to go, the brain is prepared to efficiently handle other tasks such as studying. In order to understand this, think of an example of the human body. If you want to play soccer or volleyball successfully, you should warm up the body, perhaps with stretching and light jogging. The brain functions in the same way. If you want to study, memorize, or retain information, it will be easiest if the brain is warmed up first. And listening to classical music is a great way to warm it up without distracting it.

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\(^1\) timbre: the characteristic quality of sound produced by a particular instrument or voice
In a *New York Times* newspaper article, doctors were interviewed about playing music while working. Many of the surgeons interviewed said that they listened to a variety of music in the operating room but preferred classical music when performing complicated procedures. Other music was too distracting when they performed the more critical tasks.

Many studies demonstrate that classical music helps people in multiple ways. From reducing stress and anxiety to improving health and decreasing depression, classical music has tremendous benefits. My friend and I even scored well on the ancient Egypt portion of our test because we studied it while listening to classical music. Classical music can be found on the radio, on the Internet, and even on the television. Take some time to enjoy it today—especially if you have a test in the near future!

How does the author introduce the topic of classical music in the passage?

A. by describing a personal experiment she performed using music  
B. by contrasting the features of rap, rock, and classical music  
C. by discussing various personal benefits of listening to classical music  
D. by explaining which tasks are best for listening to various kinds of music

Read this sentence from line 23.

**Studies show that classical music has a positive effect on the human brain.**

Which of these dictionary definitions matches how “positive” is used in the sentence?

**positive (adj)**  
1. being very sure; certain  
2. indicating a number greater than zero  
3. expressing acceptance or agreement  
4. in a way that is moving forward or showing progress

A. definition 1  
B. definition 2  
C. definition 3  
D. definition 4

**GO ON**
38. Which detail best supports the idea that for demanding mental work, classical music is more beneficial than other music?

A. Classical music activates the human brain, but rap music makes some people feel perky and engaged.
B. Although the students listened to classical music when studying ancient Egypt, they listened to rap and rock when studying ancient Greece and China.
C. Although the surgeons enjoyed various kinds of music, they preferred classical music when doing complicated procedures.
D. Classical music can reduce stress and decrease depression, but rap music makes some people feel energized.

39. Read this statement about the passage.

The author and her friend conducted a comparison study.

Which sentence from the passage best supports this statement about a comparison study?

A. “I thought that sounded interesting, so I agreed to listen to music during our study session.” (lines 5 and 6)
B. “We wanted to see how the different musical genres would affect our ability to focus and understand the different concepts we had to cover for the test.” (lines 9 through 11)
C. “Both my research and my experience led me to conclude that listening to classical music is beneficial while studying.” (lines 21 and 22)
D. “In a New York Times newspaper article, doctors were interviewed about playing music while working.” (lines 31 and 32)

40. Which idea is most important in the passage?

A. Conducting simple experiments can help students learn.
B. Classical music affects people in different ways.
C. Listening to classical music has a number of benefits.
D. Researchers have learned how the brain can best be warmed up.
41. By the end of the passage, what is the author’s attitude about classical music?
   A. She thinks that listening to classical music is worthwhile and wants others to try it.
   B. She is concerned that classical music will not help everyone who tries it.
   C. She likes that classical music is available not only to students but to all people.
   D. She enjoys listening to classical music but realizes it takes a lot of concentration.

42. Which detail is important enough to include in a summary of the passage?
   A. The author feels that rap and rock music are too distracting for studying ancient history.
   B. When people listen to classical music, it stimulates both sides of the brain.
   C. Before people play sports, they usually warm up with stretches or light jogging.
   D. The author says that you can find classical music on the radio, Internet, and television.
Directions
Read the poem and the story. Then answer questions 43 through 45.

Talking in Their Sleep

by Edith M. Thomas, from Nature Study Made Easy

“You think I am dead,”
The apple tree said,
“Because I have never a leaf to show–
Because I stoop,
And my branches droop,
And the dull gray mosses over me grow!
But I’m still alive in trunk and shoot;
The buds of next May
I fold away–
But I pity the withered grass at my root.”

“You think I am dead,”
The quick grass said,
“Because I have parted with stem and blade!
But under the ground
I am safe and sound
With the snow’s thick blanket over me laid.
I’m all alive, and ready to shoot,
Should the spring of the year
Come dancing here–
But I pity the flower without branch or root.”

“You think I am dead,”
A soft voice said,
“Because not a branch or root I own.
I never have died,
But close I hide
In a plumy seed that the wind has sown.
Patient I wait through the long winter hours;
You will see me again–
I shall laugh at you then,
Out of the eyes of a hundred flowers.”
Embers of Moonlight

by Ela Banerjee, Writing Weekly Reader

The moon was sitting on my roof.

Yet it wasn’t really that bizarre. After all, it was the last night of the month, the Night of Rebirth. The night when the sky trickled down and the plants shriveled and the tiny creatures of Wood shuddered with one last heartbeat. The night when all things east of The Mountains died, waiting for a new birth at dawn.

A few falling stars had landed earlier on the top of my rickety house, which nestled precariously on the highest, most eastern edge of The Mountains. They had only lasted for a handful of moments, giggling uncontrollably, and then crumbling in a sudden spark of gold.

But the moon had never landed upon my roof. I had sat there, high in The Mountains, on the border of a strange world, every month as long as I could remember. I would watch, mesmerized, as the place no one else ever entered began to rot away. I watched the animals retreat and the stars tumble down, but when the feeling of death became overwhelming, I slipped back into my bed, thinking of the world on the other side of The Mountains.

I had heard rumors of the moon herself landing, but they were mangled and debated. But here she sat with poignant patience, her ivory dress delicately rippling like shattered lake water over her willowy arms and legs, a collection of folded limbs that shone with a strange and pallid luminescence. Her hair glinted like polished glass as two perfect sapphire spheres studied my face.

An expectant silence tinged with the distant flickering of literally dying stars followed.

“So, what was it like in the sky?” I began awkwardly.

“Like how you feel up here.” Her voice was odd. Musical and elegant, yet strangely hoarse and low.

“Like why you come up here each month.”

Not sure how to respond, I looked out over the jagged ledge of The Mountains and into the realm where the moon came from and I did not.

I watched as the world died with simultaneous regularity. The trees yawned with their branches and collapsed heavily to the ground. Their cracked leaves fluttered to the grass, which itself curled from bright green to aged brown before my eyes.

Flowers savored one last brilliant hue, and then turned to ashened dust, while rich patches of soil withered into cracked gray.

As the moon continued, I closed my eyes, her voice melting with the diminishing call of a nightingale. “I know you and your kin hide in these peaks. Yet you are the only one who ventures out to witness these nights. It is a strange thing how this world passes on each month, how each thing so carefully sculpted is suddenly destroyed. I know you wonder why it happens.

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1 bizarre: strange, odd, out of the ordinary
2 precariously: in an unsteady or uncertain way
3 mesmerized: fascinated
4 poignant: touching or moving, with a strong effect
5 pallid: pale, white
6 luminescence: glow
7 simultaneous: happening at the same time, all at once
“I have died many times. I fall with the sky each month, with the stars and the clouds and the air. Is it an ending? Or is it a beginning?”

Something touched my arm, a surface as cold as bitter metal. My eyes snapped open to see the moon’s chalkwhite hand gently touching my own. I looked into her face and stifled a gasp. Her once-ivory skin was now crumpled in a bed of sagging wrinkles; her arm, I now noticed, was thin and interrupted by bruised veins. Yet her eyes were still pierced with sudden blue and now held my own.

“But there is no difference, is there? I see this night as you do. It is destruction; it is hope—a revision, a new view. But it continues, on and on. You see this, I know. This is why I have alighted on your roof, on The Mountains tonight. You always go back before the night is over—before it really ends. Now you will finally see.”

As she broke away from my arm, I suddenly realized that I was surrounded by a cloud of utter and endless darkness. All the stars had long since burnt out; all the creatures had been forgotten. The only light was the moon herself, her pale glow a single flicker in the dead night.

But she was dimming. . . . Slowly, she began to fade, her skin gaining transparency, her eyes only a twinkle of indigo. Soon, I could only see a shimmer of white.

I closed my eyes as the moon died, unwilling to watch her disappear.

After many moments, I dared to watch the world again. Blackness, lifeless and silent, enveloped me. No moon, no stars, no Wood.

I sighed, and was about to settle to the ground, when a glinting caught my eye. I looked down and saw a sprinkle of silvery, sparkling dust. I smiled.

That night, I closed my eyes to the embers of moonlight.
What is a central idea of the poem “Talking in Their Sleep”? Use two details from the poem to support your response.

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GO ON
44 How does the moon change in the course of the story “Embers of Moonlight”? Use two details from the passage to support your response.
Planning Page

You may PLAN your writing for question 45 here if you wish, but do NOT write your final response on this page. Write your final response on pages 74 and 75.
Both the poem and the story are based on cycles of death and rebirth in nature. Do the passages present these ideas in similar or different ways? Compare and contrast how the two passages treat the theme of death and rebirth. Using details from both passages, discuss how they are alike and how they are different in presenting these themes.

In your response, be sure to:
- describe how the poem presents death and rebirth
- describe how the story presents death and rebirth
- explain how the story and the poem are alike and how they are different in presenting cycles of rebirth
- use details from both the poem and the story
Directions
Read the passage. Then answer question 46.

Toys and the Ways People Play

by Barbara Davis Bartlett

As long as there have been children, there have been toys. Researchers don't know exactly what prehistoric children played with. But maybe it was rocks and sticks, or whatever they could find, just as children today play with whatever they can find.

The History of Toys

The recorded history of toys begins thousands of years ago. Sumer, located where Iraq is now, is one of the oldest civilizations on Earth. Clay figures of animals and humans that are believed to be toys have been found at Sumerian sites going back to 2600 BCE. In India, ancient people had animal figures on wheels, as well as small horses and elephants made of brass or bronze. The metal figures probably belonged to children of wealthy families. Archaeologists (people who study ancient cultures) know that ancient Egyptian children had human figures with arms and legs that moved. Children in ancient Greece and Rome also played with figures of animals and people, as well as hoops, yo-yos, and balls fashioned from the skin of animals.

One kind of toy turns up in all these lists—dolls. Experts say that dolls representing people and animals are probably the single oldest kind of toy. Every culture seems to have had them. Dolls are popular today, and prehistoric people may have had them, too.

The reason dolls are so common may be rooted in the idea that there are two basic kinds of play. Dolls have important roles in both. The first kind is imitative play. In imitative play, children do what they see other people doing. Dolls and other toys may give children the chance to pretend that they are doing what their parents are doing. In ancient times, that might have been using a toy weapon to pretend they were hunting like their fathers, or pulling a wagon like the one their mothers used to harvest grain.

The other type of play is instructive. Instructive play teaches something. In many cultures, dolls and other human figures have been used to teach religious beliefs and other stories important to the culture.

Why Do People Play That Way?

Today’s children, both boys and girls, play with dolls. Many boys enjoy playing with a type of doll called an “action figure,” and many girls enjoy playing with baby dolls. Why isn’t it the other way around?

One explanation has to do with the two kinds of play, imitative and instructive. In many cultures, women were often responsible for taking care of children. In the past, what many children most often saw their mothers doing was caring for them. So girls’ imitative play frequently involved the same thing—taking care of a baby doll. Such play is also instructive. Girls may learn how to take care of children from handling dolls. Boys’ imitative play with dolls also instructs them. Boys are often given dolls in the form of cowboys, soldiers, or superheroes. By playing with them, boys may learn about caring for and protecting others, as the male doll figures are believed to do.
Toy preference in the past may have been based on the gender roles of the culture. Gender roles are the ideas a culture has about how males and females should speak, dress, and behave in that society. For example, in the United States, it used to be common for men to work outside of the home while women stayed home to provide childcare. Many of these roles and responsibilities have changed, however. Today, men and women often share the responsibilities of work and childcare equally. But new research suggests that there might be more involved in influencing toy preferences than just culture.

In two different studies over the last few years, a scientist working with monkeys made an interesting discovery. Kim Wallen showed some toys to a group of very young monkeys and let them pick the ones they wanted. Male monkeys tended to choose toy trucks, while female monkeys chose dolls. Findings suggest that monkey culture doesn’t teach gender roles like human culture does, so what else might be causing this behavior?

One scientist thinks it has something to do with hormones, which are body chemicals that control the way that bodies develop. Babies with higher levels of male hormones tend to be interested in toys such as balls and trucks. And this is also true for girls who have high levels of a certain male hormone.

It is the opinion of another scientist that girls are “programmed” to value social relationships and people more than boys do. This could cause girls to be more attracted to human figures than to balls or trucks. In the same way, boys might be “programmed” to prefer objects that move. These preferences might have helped develop the skills needed thousands of years ago.

Dolls and toys have played a roll in ancient cultures, and they still do today. In some ways, times and people have changed a lot—and in others they have not.

How are dolls important to imitative and instructive play? Use two details from the passage to support your response.

[Blank lines for response]
Directions
Read the passages. Then answer questions 47 through 51.

John White and Roanoke
by Brendan Wolfe

John White was an artist by training. He traveled the world and painted what he saw. In 1585, with a group of English colonists, he sailed to Roanoke Island in present-day North Carolina. There he composed watercolor paintings of the Native Americans the English encountered and the villages in which they lived. He visited the town of Dasemunkepeuc, and he became friends with Manteo, a Native American whose mother was chief on the island of Croatoan. Still, not all relations between the colonists and the Native Americans were friendly. Many of the natives worried that the English planned to steal their land, and a year after arriving, the colonists thought it wise to sail back to England.

They returned in 1587, this time led by White. The colony’s new governor was a brilliant painter but perhaps not a great leader. He argued with the ship’s pilot, who would only plant the English on Roanoke Island again. White had planned to settle their colony, called Virginia, farther to the north. Meanwhile, some Native Americans, especially those who lived in Dasemunkepeuc, were still angry about the colonists’ presence and threatened to do battle. Not all was lost, however. Manteo’s friendship was like an unbreakable knot. On August 13, White helped Manteo convert to the English religion and, for his “faithful service,” made him Lord of Roanoke. Then, five days later, White’s daughter, Eleanor, gave birth to a daughter. Virginia, as she was called, was the first English baby born in America.

A week later, White decided to leave. Someone needed to tell the colony’s sponsors in England where the colonists had settled. Someone needed to round up additional supplies. But when White asked for volunteers, no one said a word. Instead, he himself boarded the ship and sailed to England. Unfortunately, war with Spain prevented him from returning for three years. When he did land back on Roanoke, the island was empty. A fire that he thought might have been a signal had merely been a fire sparked by lightning. Letters carved into a tree suggested that the 117 men, women, and children he left behind had moved to Croatoan, perhaps to live with Manteo’s people. White guessed they were safe, but there also were signs that his enemies at Dasemunkepeuc had been there. Many of White’s paintings and maps, hidden in buried trunks, had been dug up and destroyed. As he boarded the boat again, John White gazed back at Roanoke. It was August 18, 1590—his granddaughter’s third birthday.

White assumed he would next sail to Croatoan, where he hoped to be reunited with his family and the other colonists. However, the ship’s captain refused. A storm had drowned some of his crew, and he wanted to leave these dangerously shallow waters as soon as possible. White argued, but in vain. They sailed away, never to return. Never found, the Lost Colonists of Roanoke became an American legend. And John White—a painter thrust into the uncomfortable role of leader—died alone three years later.
But before we could get to the place where our planters\(^1\) were left, it was so exceedingly dark that we overshot the place a quarter mile. There we spied toward the north end of the island the light of a great fire through the woods, to which we presently rowed. When we came right over against it, we let fall our grapnel\(^2\) near the shore, and sounded with a trumpet a call, and afterwards many familiar English tunes and songs, and called to them friendly, but we had no answer. We therefore landed at daybreak, and coming to the fire, we found the grass and sundry rotten trees burning about the place. From hence we went through the woods to that part of the island directly over against the town of Dasemunkepeuc, and from thence we returned by the water side, round about the north point of the island, until we came to the place where I left our colony in the year 1586.

In all this way we saw in the sand two or three Indian footprints trodden in that night. And as we entered up the sandy bank we came upon a tree, in the very brow thereof were curiously carved these fair Roman letters, “CRO.” We knew these letters to signify the place where I should find the planters seated, according to a secret token agreed upon between them and me at my last departure from them. If they moved, they should not fail to write or carve on the trees or posts of the doors the name of the place where they should be seated, because when I left they were prepared to remove from Roanoke fifty miles to the mainland. Therefore at my departure from them in Anno 1587 I willed them that if they should happen to be distressed in any of those places, that they should carve a cross over the letters or name, but we found no such sign of distress.

At our return from the creek, we\(e\) found five chests that had been carefully hidden by the planters, and then later dug up. Of the same chests, three were my own, and about the place many of my things spoiled and broken, and my books torn from the covers, the frames of some of my pictures and maps rotten and spoiled with rain, and my armor almost eaten through with rust. This could be no other but the deed of our enemies at Dasemunkepeuc, who had watched the departure of our men to Croatoan; and as soon as they were departed, dug up every place where they suspected anything to be buried. But although it much grieved me to see such spoil of my goods, yet on the other side I greatly joyed that I had safely found a certain token of their safe being at Croatoan, which is the place where Manteo was borne, and the Indians of the island our friends.

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\(^{1}\) **planters**: those who settle a new colony  
\(^{2}\) **grapnel**: an anchor
How does the author of “John White and Roanoke” develop the idea that establishing a colony at Roanoke was going to be difficult? Use two details from the passage to support your response.

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Read this sentence from lines 5 and 6 of “John White and Roanoke.”

Still, not all relations between the colonists and the Native Americans were friendly.

How does the author support this argument? Use two details from the passage to support your response.

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From information in “John White’s Narrative of the 1590 Voyage to Virginia,” what did White most likely think the “great fire” was? Use two details from the passage to support your response.

In “John White’s Narrative of the 1590 Voyage to Virginia,” what did John White seem to think happened to his fellow colonists? Use two details from the passage to support your response.
Planning Page

You may PLAN your writing for question 51 here if you wish, but do NOT write your final response on this page. Write your final response on pages 83 and 84.
“John White and Roanoke” and “John White’s Narrative of the 1590 Voyage to Virginia” both tell the same story, but in different ways. How are two passages similar and different in terms of how the authors present their interpretation of events?

In your response, be sure to:
- describe how the first author presents the events
- describe how the second author presents the events
- explain the similarities and differences between the way the authors present the events
- use details from both passages in your response
For numbers 43 through 45, write your responses in the book.

43. See page 71.
44. See page 72.
45. See page 74.

For numbers 46 through 51, write your responses in the book.

46. See page 77.
47. See page 80.
48. See page 80.
49. See page 81.
50. See page 81.
51. See page 83.