

Name:

## 8th Grade Humanitarian Summer Project

### Next Generation Standards:

8W2: Write informative/explanatory texts

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information
- B. Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples
- E. Provide a concluding statement or section that explains the significance of the information presented.

TASK: At CAMS, we are scholars, artists, and HUMANITARIANS. We will believe and act as if it is impossible to fail. With this mantra in mind, choose one of the following service learning projects, then write a reflection about your experience once you have completed the task.

In your reflection, be sure to:

- Include a clear introduction that identifies the task you completed
- Write an objective, concise summary describing your experience
- Include an explanation describing what you learned about being a humanitarian through this project. Be sure to explain how your learning can contribute to the CAMS community upon return in September
- Include specific and relevant details from your experience to support your reflection
- Include a conclusion that wraps up the reflection in an effective manner

Service Learning Project Ideas... (must obtain consent from your parents/guardians prior to starting project)

Start a fundraiser or drive:

- Organize a non-perishable food drive and donate the food to a local church or shelter
- Organize a clothing drive and donate items to a local shelter or thrift store
- Organize a book drive and donate books to the African Libraries Project
- Host a car wash or bake sale and donate the funds to a charity of your choice
- Organize a bedding drive and donate blankets to a local homeless shelter
- Organize a toy drive and donate stuffed animals and toys to children in hospitals or shelters

Volunteer at a local camp or summer program for children

Put together coffee, tea, or hot chocolate mix, or any baked goods, for local workers who make a difference in your community, such as nurses, firefighters, or police officers.

Volunteer for a charity organization (St. Jude, Ronald McDonald House, Red Cross, etc.)

Create video or audio podcasts discussing the importance of recycling and waste reduction (videos will be posted on the school website)

Clean a local park or beach

Volunteer at a soup kitchen

Send cards to soldiers serving overseas

Read books or letters to the elderly at a local nursing home

Participate in a charity race

Volunteer at a police station or firehouse

Write a proposal to your local government in order to improve an area of need in your community (example: campaign for more lighting along poorly lit streets)

COME UP WITH YOUR OWN SERVICE LEARNING PROJECT: Must be an activity that enhances your community in some way

Rubric:

	4	3	2	1	0
Introductions	Clearly introduce a topic in a way that is engaging and is appropriate for the task and purpose	Clearly introduce a topic in a way that is appropriate for the task and purpose	Introduces a topic in a way that mostly addresses the task and purpose	Introduce a topic in a way that does not logically support the task and purpose	Does not include an introduction
Content and Analysis- Answer	Demonstrate insightful analysis of the text through inferences and explanations	Demonstrate grade-appropriate analysis of the text	Demonstrate literal comprehension of the text. May lack appropriate inferences and analysis of the text	Demonstrate little understanding of the text	Answer is inaccurate or off-task
Evidence	Develop the answer with relevant, well-chosen details and examples from the text. Uses a variety of relevant pieces of evidence	Develop the answer with relevant details and examples from the text. Uses details throughout the response, but may lack variety	Partially develops the answer with some pieces of textual evidence. Use of relevant evidence is inconsistent	Demonstrates an attempt at using evidence, but only develops ideas with minimal, occasional evidence which is generally incorrect or irrelevant.	Provide no evidence or the evidence that was provided is completely irrelevant
Conclusion	Provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	Provide a concluding statement or section that follows from the topic and information presented	Provide a concluding statement or section that follows generally from the topic and information presented	Provide a concluding statement or section that is illogical or unrelated to the topic and information presented	Does not provide a concluding statement or section

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



# *New York State Testing Program*

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## **2017 Common Core English Language Arts Test Book 1**

**Grade 8**

**March 28–30, 2017**

Released Questions

# Directions

Read this story. Then answer questions 1 through 7.

## Excerpt from *One-Eyed Cat*

by Paula Fox

Ned loved snow, the whisper when he walked through it, a sound like candles being blown out, the coming indoors out of it into the warmth, and standing on the register in the big hall through which the dusty, metal-smelling heat blew up, and the going back out again, shivering, cold, stooping and scooping up a handful to make a snowball, packing it  
5 hard with wet mittens, hefting it, tossing it as far as he could, and the runners of his sled whispering across it as he sleighed down the slopes which were smooth and glittering and hard, like great jewels.

On the first of December, there was a heavy snowfall. When Ned looked out of his window the next morning, the river glowed like a snake made out of light as it wound  
10 among the snow-covered mountains.

He ate breakfast hastily, too preoccupied to read the story on the cereal box. Mrs. Scallop<sup>1</sup> was broody this morning and left him alone, her glance passing over him as it passed over the kitchen chairs.

On the porch, he paused to take deep breaths of air which tasted, he imagined, like  
15 water from the center of the ocean, then he waded into the snow, passing the Packard,<sup>2</sup> its windows white and hidden, the crabapple tree with its weighted branches, down the long hill trying to guess if he was anywhere near the buried driveway. By the time he reached Mr. Scully's house, his galoshes were topped with snow and his feet were wet. Mr. Scully's shades were drawn; the house had a pinched look as though it felt the cold.

Ned went around to the back until he could see the shed. There were boot tracks in the snow leading to it and returning to the back door. He guessed the old man had taken in the cat's bowl; it was nowhere to be seen. You couldn't leave anything out in this  
20 weather, it would freeze. Mr. Scully had told him that finding water in the winter was a big problem for animals. Licking the snow or ice could make them sick.

Ned stared hard at the shed. Perhaps the cat was inside, squeezed in behind logs in a tight space where its own breath would keep it warm. He was going to be late to school if he didn't get a move on, but he kept looking hard all over the yard as though he could  
25 make the cat appear out of snow and gray sky. Twice, his glance passed over the icebox. The third time, he saw that the motionless mound on top of it was not only the quilt but  
30 the cat, joined into one shape by a dusting of snow.

<sup>1</sup> **Mrs. Scallop:** Ned's family's housekeeper

<sup>2</sup> **Packard:** a brand of car that is no longer manufactured

Ned held his breath for a moment, then put his own feet in Mr. Scully's tracks and went toward the shed. The tracks had frozen and they crunched under Ned's weight, but the cat didn't raise its head. Ned halted a few feet away from it—but of course, he realized, it wouldn't hear him because of its deaf ear. He could have gone closer to it than he'd ever  
35 been but he had a sudden vision of the cat exploding into fear when it finally did hear him.

When he got back to the front of the house, he saw fresh footsteps on the road. He could tell it was the road because of the deep ditches which fell away to either side. He guessed they were Billy's tracks. It was odd to think that Billy, huffing and puffing, had  
40 gone past Mr. Scully's place, thinking his own thoughts, while he, Ned, only a few yards away, had been searching for the cat. He found Evelyn's tracks, too, and later on, Janet's, the smallest of all. He felt ghostly as if he'd been left alone on a white, silent globe.

Somewhere in the evergreen woods, snow must have slid off a bough, for he heard the loud plop, then the fainter sound of the bough springing up, relieved of the weight. He  
45 thought about the cat, visualizing how it had looked on the quilt. How still it had been! Why hadn't he gone right up to it, looked at it close, touched its fur? Why had it been so motionless—still as death, still as a dead vole he'd seen last summer in the grass near the well? He came to the snow-covered blacktop road upon which a few cars had left their ridged tire tracks. He had a strong impulse to turn back, to play hooky for the first time in  
50 his life. Mr. Scully, with his poor eyesight, might not spot the cat on top of the icebox, might not, then, set food out for it. Fretting and shivering, his feet numb, Ned went on to school.

He tried very hard to concentrate on his lessons, to watch Miss Jefferson's plump, even handwriting on the blackboard as she wrote out the lines from a poem by Thomas Gray  
55 that the class was to memorize that week, but try as he might, the image of the unmoving animal on the ragged old quilt persisted. Last week, on a rainy afternoon, the cat had looked at Ned, had cocked its head as though to see him better. Its one eye, narrowed, had reminded him of a grain of wheat.

“The curfew tolls the knell of parting day,  
60 The lowing herd wind slowly o'er the lea . . .”

Ned read the lines several times before copying them down in his copybook. The words made no sense to him. It was this that had made his hours in school so hard ever since he and Mr. Scully had seen the cat last autumn, this drawing away of his attention from everything that was going on around him. He was either relieved because the cat was  
65 where he could see it or fearful because he didn't know where it was.

**1** Read these words from lines 18 and 19.

**Mr. Scully’s shades were drawn; the house had a pinched look as though it felt the cold.**

The use of the words “pinched look” contributes to the tone of the story by making the house seem

- A** tense
- B** angry
- C** uncertain
- D** disappointed

**2** Lines 20 through 24 contribute to the development of the plot by

- A** showing that Ned and Mr. Scully are friends
- B** describing the challenges of dealing with heavy snow
- C** suggesting that Mr. Scully has been neglecting the cat
- D** describing weather conditions that can be dangerous for the cat

**3** In lines 31 through 36, Ned keeps his distance from the cat because he

- A** envisions the cat being sick from licking ice or snow
- B** believes the cat will make him late to school
- C** imagines the cat will become panicked
- D** remembers the cat is deaf and unlikely to respond

**GO ON**

4 Lines 37 through 42 in the story reveal that Ned feels

- A isolated
- B confused
- C relieved
- D confident

5 Ned's decision to leave the cat causes

- A the cat to become more afraid
- B Ned to be left behind by the other children
- C the cat to go hungry for the rest of the day
- D Ned to be distracted from his work during school

6 Which quotation **best** supports a central theme of the story?

- A "He ate breakfast hastily, too preoccupied to read the story on the cereal box." (line 11)
- B "Twice, his glance passed over the icebox." (line 28)
- C ". . . but try as he might, the image of the unmoving animal on the ragged old quilt persisted." (lines 55 and 56)
- D "Ned read the lines several times before copying them down in his copybook." (line 61)

Which quotation from the story **best** shows how the cat has impacted Ned's life?

- A** "He was going to be late to school if he didn't get a move on, but he kept looking hard all over the yard as though he could make the cat appear out of snow and gray sky."  
(lines 26 through 28)
- B** "The third time, he saw that the motionless mound on top of it was not only the quilt but the cat, joined into one shape by a dusting of snow." (lines 29 and 30)
- C** "It was odd to think that Billy, huffing and puffing, had gone past Mr. Scully's place, thinking his own thoughts, while he, Ned, only a few yards away, had been searching for the cat." (lines 39 through 41)
- D** "It was this that had made his hours in school so hard ever since he and Mr. Scully had seen the cat last autumn, this drawing away of his attention from everything that was going on around him." (lines 62 through 64)

## **D**irections

Read this article. Then answer questions 29 through 35.

# Excerpt from *Humans With Amazing Senses*

When bats go out to hunt, they send out sonar signals at such high frequencies and in such rapid bursts that they can hear the signals bounce off mosquitoes in midair. They then zero in on the insects like laser-guided missiles. Dolphins use the same technique to find their dinners. It's called echolocation, a technique that uses sound to identify objects by the echoes they produce.

Fourteen-year-old Ben Underwood of Sacramento, Calif., is one of the few people known to use echolocation as a primary means of navigating the world on land. There's not even a hint of light reaching his brain. His eyes are artificial, but his brain has adapted to allow him to appraise his environment. He makes a "clicking" sound to communicate with objects and people around him.

Scientists have discovered that in the brains of the blind, the visual cortex has not become useless, as they once believed. When blind people use another sense—touch or hearing, for example—to substitute for sight, the brain's visual cortex becomes active, even though no images reach it from the optic nerve. Echolocation creates its own images.

"I can hear that wall behind you over there. I can hear right there—the radio, and the fan," Ben says.

Ben says every object in his life talks to him in ways that no one else can hear or understand.

Forty-year-old Daniel Kish of Long Beach, Calif., also uses echolocation, and has become an expert on it, founding the World Access for the Blind, an organization that teaches others how to echolocate. Kish leads other blind people on mountain biking tours and hikes in the wilderness, visualizing and describing the picturesque sights around him through echolocating.

### **Clicking to Do Anything**

If you listen closely to Ben or Kish, you can hear how they find their way. Ben says he can distinguish where the curbs are as he cruises his neighborhood streets.

He can find the pole and the backboard on a basketball goal, and tell which is which by the distinctive echo each makes. Even though he can't see the goal he's aiming for, he can sink a basket. Ben doesn't remember how or when he began clicking, but he's developed his abilities to such an extent that aside from echolocation, he can rapidly discriminate the sounds in video games.

**GO ON**

Ben lost his sight when he was 2. He was diagnosed with cancer in both eyes, and when chemotherapy failed, his mother, Aquanetta Gordon, was left with one option: For her son to live, both his eyes had to be surgically removed.

Gordon remembers her son after the operation.

35 “He woke up and he said, ‘Mom, I can’t see anymore, I can’t see anymore.’ And I took his hands and I put them on my face and I said, ‘Baby, yes, you can see.’ I said, ‘You can see with your hands.’ And then I put my hand on his nose and I said, ‘You smell me? You can see with your nose and your ears. . . . You can’t use your eyes anymore, but you have your hands and your nose and your ears.’”

40 In a house already filled with three other children, Ben’s mother decided not to treat his blindness as a handicap. In school, Ben recognizes his classmates by their voices. With the help of Braille books and a talking laptop computer, Ben attends the same classes as sighted students.

### **Rich Mental Images, Without Visual Elements**

45 Like Ben, Kish also lost his eyesight to cancer at age 1. He was raised to believe he could do pretty much anything, and he discovered clicking by accident as a child.

“I have mental images that are very rich, very complex. They simply do not possess the visual element,” Kish says.

In retrieving those pictures, Kish varies the pace and volume of his clicks as he walks along; and what he can tell you about an object’s qualities is sometimes  
50 astonishingly thorough.

If bats can distinguish prey as small as mosquitoes with echolocation, and some dolphins can detect small targets a hundred yards away, what are the ultimate capabilities of human beings like Ben and Kish?

55 Peter Scheifele, who studies hearing and sound production in animals and people at the University of Connecticut, analyzed samples of the clicks that Ben and Kish make.

“Ben clicks, looks to me like once every half second, whereas a dolphin is actually making 900 clicks per second. And the bat is even faster than that,” Scheifele says.

The bottom line: Human beings send out sounds at much slower rates and lower frequencies, so the objects people can picture with echolocation must be much larger than  
60 the ones bats and dolphins can find.

- 29** Which statement expresses a central idea of the article?
- A** Very few people use echolocation in their daily lives.
  - B** Echolocation is a technique that can be utilized by humans.
  - C** Echolocation has been studied by scientists for many years.
  - D** Some animals are known for using echolocation to find food.

- 30** How do lines 1–5 contribute to the understanding of the text?
- A** by showing the widespread use of echolocation by animals
  - B** by giving examples to explain how echolocation works
  - C** by presenting the characteristics of animals that use echolocation
  - D** by describing how each species uses echolocation differently

- 31** In people who are blind, the visual cortex seems to help
- A** activate the optic nerve where images are formed
  - B** increase the amount of light reaching the brain
  - C** create images in the brain based on sounds
  - D** make echoes of sounds from clicks

**GO ON**

32

Read this sentence from lines 17 and 18.

**Ben says every object in his life talks to him in ways that no one else can hear or understand.**

Which quotation **best** supports this claim?

- A “He can find the pole and the backboard on a basketball goal, and tell which is which by the distinctive echo each makes.” (lines 26 and 27)
- B “Even though he can’t see the goal he’s aiming for, he can sink a basket.” (lines 27 and 28)
- C “In school, Ben recognizes his classmates by their voices.” (line 41)
- D “With the help of Braille books and a talking laptop computer, Ben attends the same classes as sighted students.” (lines 41 through 43)

33

Read Daniel Kish’s claim from line 46.

**“I have mental images that are very rich, very complex.”**

Which quotation from the article **best** supports this claim?

- A “. . . Kish of Long Beach, Calif., also uses echolocation, and has become an expert on it. . . .” (lines 19 and 20)
- B “He was raised to believe he could do pretty much anything. . . .” (lines 44 and 45)
- C “. . . Kish varies the pace and volume of his clicks as he walks along. . . .” (lines 48 and 49)
- D “. . . what he can tell you about an object’s qualities is sometimes astonishingly thorough.” (lines 49 and 50)

- 34** How do lines 51 through 53 develop a key concept of the article?
- A** by using a comparison to suggest the echolocation potential of humans
  - B** by demonstrating that humans use echolocation more effectively than animals do
  - C** by describing why using echolocation benefits bats and dolphins in unique ways
  - D** by showing that scientists need more time to study echolocation techniques
- 35** Echolocation used by humans is distinct from echolocation used by animals because animals can
- A** create louder clicking noises
  - B** distinguish among more sounds
  - C** see objects that are farther away
  - D** locate objects that are smaller in size

**STOP**

**D***irections* Read this article. Then answer questions 43 and 44.

## Excerpt from *No Horizon Is So Far: Two Women and Their Extraordinary Journey Across Antarctica*

by Liv Arnesen and Ann Bancroft with Cheryl Dahle

Ann woke me at 7:30 on our first morning on the ice. I hadn't slept well. I was still jittery and apprehensive from the wait, like a runner poised in the starting blocks too long. My muscles tingled with pent-up nervous energy. It would be several days into our trek up the Sigyn Glacier before I slept well. Ann fired up the stove to melt ice for the coffee and cocoa mixture that was to become our staple pick-me-up in the morning.  
5 It took four hours every day (two hours each morning and two hours each evening) to melt enough ice for one day for the two of us. We would keep the water in insulated thermoses to prevent it from freezing again. We used that water to make all our hot drinks, as well as prepare our food, 80 percent of which consisted of dehydrated meals.

10 My least favorite of the dried food was the dreaded oatmeal. Neither Ann nor I was particularly fond of oatmeal, especially when it was laced with cooking oil to add extra fat. It tasted like oat-flavored glue and left an oily residue in my mouth. But it was the most efficient way to make a dent in the high-calorie diet we had to consume each day to stay healthy. Each of us burned between 4,200 and 5,000 calories a day—more than twice the  
15 average amount—and if we didn't raise our food intake accordingly, our bodies would start to consume themselves, feeding on muscle to avoid starvation. Still, we would spend a few days hauling our sleds on the ice before we were hungry enough to stomach our full morning ration.

20 Our tent was a red tunnel of fabric with two small foyers, one at the tent opening and the other at the rear. It was about 3.5 feet (1.1 m) tall, so one could sit up inside but walk only hunched far over. We designated the rear foyer as our "kitchen"; this way, whoever was on cooking duty could have space to move about. While Ann sorted through our color-coded food bags for oatmeal packets, I slipped out of my sleeping bag and out of the tent. The view was just breathtaking, like nothing I had seen during my first trip to the  
25 continent. Queen Maud Land is rockier than my previous starting point had been. Everywhere I looked, I could see jagged black rocks and glinting white ice and snow. Hidden by that beauty was much danger as well: bottomless chasms in the ice that could swallow us and our sleds with one false step. The intense duality of this place was for me part of its lure.

**GO ON**

30 When I met Ann, her plan then was to begin the crossing from Berkner Island, the most common starting point for trans-Antarctic expeditions. Berkner is at the narrowest span of the continent, where it seems as if the land had been cinched in by a belt, making for the shortest route across. But I had just read *In the Teeth of the Wind*, a book about two Belgians who had skied and sailed a trek that began in Queen Maud Land. I was  
35 fascinated by this route, partly because it was relatively unexplored, and partly because of the challenge it presented as the farthest region from our destination point. Starting there would make our route one of the longest ever attempted. And because Ann and I represented the United States and Norway, I thought it would be fun to start from the Norwegian sector of Antarctica, go through the Amundsen-Scott Base at the South Pole  
40 (an American research station) to the final point of McMurdo, another American scientific station. I was happy that Ann was intrigued enough by the same points to agree on the different starting location.

I looked south toward Sigyn Glacier. I wished we had time to detour and touch the mountains on either side of the glacier. It was more than tempting. But we were already  
45 behind schedule, so we would merely pass between them. By Antarctic standards, the weather was balmy: 10°F (−12°C). I was comfortable standing outside in my long woolen underwear. I couldn't believe we were finally here. The waiting weeks in Cape Town had been frustrating for Einar as well as for me. I could hear the relief in his voice in the last phone call from Cape Town. He loves skiing as much as I do and I hoped for his sake that  
50 the winter would come early in Norway. I knew that on the trek ahead, when I would be putting all my weight and strength into pulling my sled through the sticky snow, I would catch myself wishing I were at home gliding behind Einar through the forest with light cross-country equipment and in perfect ski tracks.

“Haaaloh!”

55 I was pulled from my reverie by Stannie, the Slovakian whose food had spoiled while he waited for transport in Punta Arenas and had shared the plane with us. He was attempting to travel across the continent by himself and had camped about sixty feet from us for the first night. He was a small skinny man, and though he spoke little English, Ann and I had exchanged friendly gestures and smiles with him. He was very sweet, and we  
60 were intrigued by his equipment, which was so different from ours. He had constructed a strange contraption to get him across the ice, a sort of tractor seat on shocks that was lashed to skis and harnessed to a sail. His idea was to sit down while the wind pulled him along. Ann and I were a little skeptical. That sitting position would give him no ability to shift his weight, steer properly, or react quickly if he fell into a crevasse. The idea would've  
65 worked on a flat, frozen sea, but for this rough terrain it was very optimistic—like trying to ski across Antarctica in a La-Z-Boy recliner. But what he lacked in experience he more than made up for in enthusiasm and childlike wonder. Watching him stand outside his tent and wave both arms above his head, I had to smile.

**GO ON**

**43** What is Liv Arnesen’s attitude toward eating oatmeal in lines 10 through 18? Use **two** details from the article to support your response.

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**44** What is a central idea of lines 19 through 29 of “Excerpt from *No Horizon Is So Far: Two Women and Their Extraordinary Journey Across Antarctica*”? Use **two** details from the article to support your response.

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**Directions**  
Read this article. Then answer question 45.

## Excerpt from *World Without Fish*

by Mark Kurlansky

5 It would seem that the simplest and surest solution to helping fish repopulate the oceans would be to just stop all fishing. After all, a complete end to fishing would remove a constant and important predator from the food chain. But while it might save the fish in the short term, we can't predict what the environmental impact of suddenly removing a major predator from the ocean would do to the Earth's natural order.

What's more, fish have been a staple of the human diet for hundreds of thousands of years. It is an extremely healthy source of protein, and fish, especially the mid-water varieties, are often prescribed by cardiologists to patients with heart disease. And lastly, of course, completely eliminating fishing would destroy peoples' lives.

10 To see this requires only a glimpse at modern Newfoundland. After the codfish ban in the 1990s, Newfoundland lost its way of life. Not only were the fishermen put out of work, so were the people who processed fish, and the people who marketed fish, and the people who transported fish. Most of the population, in fact, was out of work, supported solely by the money handed out from the Canadian government to help them.

15 The cod never returned to Newfoundland and life changed. Where there had been cod, there was now crab. The fishermen were not certain if these crab had moved in because of the absence of the predator, cod, or if they had simply always been there but no one had cared until the cod was gone.

20 Inshore fishermen who had been getting eighteen and a half cents a pound for cod were now getting a dollar and sixty cents Canadian for crab. Gone were the thirty-foot open-deck skiffs from which the inshore fishermen trapped cod. Now the inshore fishermen drag up their skiffs to lie in the weeds, and buy bigger boats to go farther out and set baited traps. The offshore fishermen started crabbing, too. The draggers removed the huge spools of net from their sterns and hauled in crab traps on pulleys fixed on the sides of the boats. The fish-processing plants were now all crab-processing plants. But it was a short season—about two months in the summer, and only 25,000 pounds of crab were allowed for each license.

30 Along with the environmental loss, Newfoundland lost its culture. Human beings are part of the natural order, so it's not surprising to find human society follows the same natural laws as biology. Just as species need diversity in order to survive and prosper, it may be that human civilization needs a wide variety of cultures, different ways of life, in order to survive and prosper. We live in a world in which cultures and ways of life are vanishing at an enormous rate. In the United States alone, thousands of family farms

**GO ON**

35 are closed down every year, changing the relationship of people to the land, the  
nature of rural life, and the kind of food we eat. Online shopping is threatening the  
culture of shopkeepers. The world is losing many of its languages. Only eighty-three out  
of 7,000 languages are commonly spoken today, and linguists estimate that a language  
from somewhere on earth dies as frequently as every other week.

40 Many things, not just fish, are in danger of extinction. Fishermen are in danger  
of extinction. As with animal species, whenever anything is threatened with extinction,  
it is worthwhile to ask what will take its place. In the case of fishermen, it appears to  
be tourism.

In Newfoundland, that's already happened. The grocery stores and little shops in just  
about every little fishing village have started selling souvenirs to visitors. What kind of  
45 souvenirs? Cod. Cod hats, cod T-shirts, cod-shaped chocolates, cod-shaped cookies, cod  
ornaments and sculptures and business-card holders. One line of cod cookies was labeled  
"endangered species." In the ultimate irony, the restaurants that cater to tourists import  
cod for their menus because when people travel to Newfoundland, they want to eat cod.

50 When the parks department of Canada proposed turning Bonavista Bay, a one-time  
inshore fishing ground, into an aquatic reserve for tourists, the fishermen rebelled. This is  
one of fishermen's most dreaded scenarios—that their boats will end up in museums and  
their fishing grounds will be used only for viewing sea life, like the great African plains  
where tourists go to view animals. The Bonavista Bay fishermen mounted such a  
vociferous opposition to this plan for their future that the project was dropped.

55 This tension between the tourism and fishing industries, really a struggle for the  
character and culture of coastlines, can be seen along many of the seashores of the world.

Fishing has always attracted people. Many of the most famous fishing ports have  
drawn artists and writers. One of the most important movements in modern art, fauvism,  
began in May of 1905 when French painters Henri Matisse and André Derain went to the  
60 Mediterranean anchovy port of Collioure and painted the colorful fishing boats in pure,  
bright colors. Rudyard Kipling's famous book, *Captains Courageous*, is about a boy who  
accidentally serves on a Gloucester schooner to the Grand Banks, and the American  
classic *Moby Dick* by Herman Melville starts in the New Bedford and Nantucket  
whale fisheries.

65 Fishing has always been at the heart of the culture of nations with coastlines. And at  
first glance, it would seem that tourism and fishing could coexist well. Tourists, like artists,  
love working fishing towns. But in the conflict between the interests of tourism and  
fishing, waterfront space becomes a vital issue. Yacht owners pay prices fishermen can't  
afford for harbor-front mooring and dock space. In the end, they compete for almost  
70 everything. A world without fishing would be sad. Coastlines would lose their meaning  
and coastal people would lose their culture and their primary way of earning money. It  
was a way of life for thousands of years without destroying the environment. And so  
governments, fishermen, and scientists need to work together to find a way to fish without  
destroying the fish.

