

7th Grade Mid-Winter Vacation Packet



Due: Monday, February 24, 2020

Name: _____

* All packets are available online at www.icahncharterschool1.org*

2. The table below shows the weekly change in the price of one gram of gold for four weeks.

ONE GRAM OF GOLD

Week	Weekly Change in the Price (dollars)
1	+1.25
2	-3.125
3	+0.625
4	+1.5

a. By how much did the price of one gram of gold change from the beginning of week 1 to the end of week 4?

b. Did the price increase or decrease? Explain your answer.

c. At the end of week 4, the price per gram of gold was \$39.28. What was the price per gram of gold at the beginning of week 1?

3. Suppose you start with at least \$52 in your savings account and deposit \$27 each week. Write an inequality to describe how much money m you have after w weeks. If you do this for 11 weeks, will you have enough to buy a bicycle that costs \$340? Write an inequality and show your work.

4. Trent is fishing from a pier.

- The tip of his fishing rod is **$53\frac{3}{4}$ feet** above the surface of the water.
- The hook on the end of the fishing line is directly below the tip of the fishing rod **$12\frac{2}{3}$ feet** below the surface of the water.

a. Trent estimates that the distance between the tip of his fishing rod and the hook is less than **65 feet**. Is Trent's estimate reasonable? Explain your answer

b. Trent lets his hook drop another **10 inches**. What is the distance, in feet, between the tip of the fishing rod and the hook? Do not round your answer.

5. A park is being reconstructed. The park is a rectangular shape with a length of x and a width of 20 feet more than 3 times the length. The perimeter of the park is 360 feet. The landscaper is making a blueprint that uses a scale of 3 cm: 5 feet. Determine the length and width of the park on the blueprint.

6. A school club needs **300 feet** of rope for a project. They have the amounts of rope listed below.

- 2 pieces of rope that are each **16 yards** in length
- 1 piece of rope that is **12.5 yards** in length
- 1 piece of rope that is **123.25 feet** in length

How much additional rope, in feet, does the school club need in order to have enough rope for their project?

7. The three seventh grade classes at Sun view Middle School collected the most box tops for a school fundraiser, and they won a \$600 prize to share among them.

- Mr. Aceves' class collected 3,760 box tops
- Mrs. Baca's class collected 2,301
- Mr. Canyon's class collected 1,855.

How should they divide the money so that each class gets the same fraction of the prize money as the fraction of the box tops that they collected?



Name: _____

Lewis & Clark's Expedition!



After President Thomas Jefferson bought the Louisiana Purchase (for a great deal!) from France in 1803, the size of America doubled! Jefferson then hired army officers, Meriwether Lewis and William Clark to lead an expedition west across this newly acquired land. Pretend you are Lewis or Clark and research the following items that Jefferson had Lewis & Clark record during their expedition:

- 1) Map a route of their journey
- 2) Study climate, wildlife, and mineral resources
- 3) Learn about people living in areas along the way (Attitude? Appearance? Manners?)

Record and draw your findings below in the Expedition Journal.

LEWIS & CLARK EXPEDITION JOURNAL

ROUTE:

Draw a map of their route below. Be sure to show direction with an arrow (→).



CLIMATE:

Describe and draw symbols of the weather during their expedition.

NOTES:

ANIMAL WILDLIFE:

Describe and draw the animals they saw/heard during their expedition.

NOTES:

PLANT LIFE:

Describe and draw plants they saw & collected.

NOTES:

MINERAL RESOURCES:

Describe and draw the type of land (ex. dirt, stones).

NOTES:

PEOPLE:

Describe the people they met along the way (appearance, manners, & attitude).

Integración

¡A leer más!

A Read the following selection.

Simón Bolívar

Simón Bolívar es un personaje o figura muy importante en la historia de Latinoamérica. Es el gran héroe de muchos latinoamericanos.

Simón Bolívar es de Venezuela. Es de una familia noble. Él no es de Caracas. Es de una región rural de Venezuela.

En la época de Simón Bolívar, Venezuela es una colonia de España. Como la mayoría de Latinoamérica, Venezuela no es una nación independiente. Es una colonia española.

Simón Bolívar es un señor inteligente. Las ideas de Simón Bolívar son muy liberales. Para él, Venezuela no debe ser una colonia. Debe ser un país independiente.

Y, ¿quién es el gran libertador de muchas partes de Latinoamérica? El valiente héroe Simón Bolívar.

B Find all the cognates in this reading. Compare your list with other class members. Who found the most?

- C** Choose the main idea of this selection.
- a. Latin America has an interesting history.
 - b. Simón Bolívar is from Venezuela.
 - c. Simón Bolívar is the hero of many Latin Americans.

- D** Choose.
From the context in which it is used, what do you think **debe** means?
- a. debt
 - b. should

- E** Answer.
¿Quién es el Simón Bolívar de Estados Unidos?

Leer

Read what Marcos and his friend Lucía like to do during the week. Then complete activities H and I.

¡Hola! Me llamo Marcos y soy de San Antonio. Mi maestro de español, el señor Castillo, es de El Paso. Mi amiga Lucía también es de El Paso. A nosotros nos gusta mucho aprender el español. A mí me gusta estudiar pero a Lucía no le gusta hacer la tarea. Después de las clases nos gusta pasear y comer pizza. Los sábados me gusta leer y escribir correos electrónicos. A Lucía le gusta más correr y montar en bicicleta.

H. Read the following statements, and then circle C for **cierto** (true) or F for **falso** (false) on your answer sheet.

1. Lucía y el señor Castillo son de San Antonio.
2. A Marcos y a Lucía les gusta aprender el español.
3. A Lucía le gusta hacer la tarea.
4. A Marcos y a Lucía les gusta comer helado.
5. A Marcos le gusta escribir correos electrónicos los sábados.
6. A Lucía le gusta más preparar la comida los sábados.

I. Answer these questions about Marcos and Lucía.

1. ¿De dónde es Marcos?
2. ¿A Marcos le gusta estudiar?
3. ¿Qué les gusta comer a Marcos y a Lucía después de las clases?
4. ¿Qué le gusta hacer a Lucía los sábados?

Nombre _____ Clase _____ Fecha _____

Leer

Thanks to the Internet, Mrs. Castellanos' class is able to practice personal introductions in Spanish with the students from another city. Read the conversation between Gabriel and Cristina and then complete activities I and J.

Gabriel: Buenos días. Me llamo Gabriel Otero.

Cristina: Perdón. ¿Gabriel...?

Gabriel: O-te-e-ere-o. Mucho gusto.

Cristina: ¿De dónde eres, Gabriel?

Gabriel: Soy de Miami. Y tú, ¿cómo te llamas?

Cristina: Yo me llamo Cristina Robles. Ere-o-be-ele-e-s. Yo soy de Nueva York. Encantada.

Gabriel: ¿Cómo estás, Cristina?

Cristina: Bien, gracias.

Gabriel: ¿Qué tiempo hace en Nueva York?

Cristina: Hoy es jueves y hace frío. Llueve, pero no nieva.

Gabriel: ¿Y tu maestra de español?

Cristina: Se llama Señora Castellanos. Es de Chicago.

I. Read the following statements, and then circle C for **cierto** (true) or F for **falso** (false) on your answer sheet. (4 points)

1. Gabriel es de Chicago.
2. Cristina es de Nueva York.
3. Llueve en Nueva York.
4. Hace calor en Nueva York.

J. Answer the questions about Gabriel and Cristina's conversation. (6 points)

1. ¿Qué día es?
2. ¿Cómo se llama la maestra?
3. ¿De dónde es la maestra?

Nombre _____ Clase _____ Fecha _____

Leer

The following students are running for office in your school club. Review their speeches and then answer activities J and K.

Hola, me llamo Ernesto. Soy de Texas. Soy muy estudioso y me gusta aprender el español. También me gusta escribir correos electrónicos y trabajar con los chicos y maestros de la clase.

Hola, soy Luis. Soy de California. Soy muy cómico y atlético. Me gusta practicar deportes después de las clases. También me gusta comer con amigos después de las clases. Me gusta mucho la pizza. No soy estudioso. No me gusta estudiar o hacer la tarea. ¿Y a ustedes?

Hola, me llamo Sara y soy de Nueva York. Soy muy artística. Me gusta tocar la guitarra y dibujar. Soy una buena estudiante. Soy trabajadora, organizada y seria. También soy atlética, pero no me gusta practicar deportes después de las clases. Me gusta hacer la tarea.

J. The following statements describe one of students running for office. Write the name of the student in the space provided on your answer sheet. (5 points)

1. No le gusta hacer la tarea. _____
2. Le gusta practicar deportes después de las clases. _____
3. Le gusta la pizza. _____
4. Le gusta dibujar. _____
5. Le gusta escribir correos electrónicos. _____

K. Read the following statements and decide if each statement is **cierto** (true) or **falso** (false). Circle the corresponding letter on your answer sheet. If the statement is false, you must correct it. (5 points)

1. Sara es muy perezosa.
2. Luis no es estudioso.
3. A Sara le gusta comer con amigos después de las clases.
4. Ernesto es de Nueva York.
5. A Ernesto y a Luis no les gusta hacer la tarea.

SHARED TEXT BLITZ #01 V01

SCHOLAR NAME: _____

DATE: _____

CLASS: _____ TEACHER: _____

POINTS:	POINTS POSSIBLE: 27
GRADER:	

Directions: Read this passage about a late night robbery. Then answer questions 1 through 8.

Mr. Pottle and the One Man Dog
by Richard Connell

5 It was thoughts of this cheerless nature that kept Mr. Pottle tossing uneasily in his share of the bed, and with wide-open, worried eyes doing sums on the moonlit ceiling. He waited the morrow with numb pessimism. For, though he had combed the town and borrowed every cent he could squeeze from friend or foe, though he had pawned his favorite case of razors, he was three hundred dollars short of the needed amount. Three hundred dollars is not much compared to all the money in the world, but to Mr. Pottle, on his bed of anxiety, it looked like the Great Wall of China.

...

10 Slipping from bed without disturbing the dormant Blossom, he crept on wary bare toes from the room and down stairs. Ever so faint chinking sounds came from the dining room. With infinite caution Mr. Pottle slid open the sliding door an inch. He caught his breath.

15 There, in a patch of moonlight, squatted the chunky figure of a masked man, and he was engaged in industriously wrapping up the Pottle silver in bits of cloth. Now and then he paused in his labors to pat caressingly the head of Violet who stood beside him watching with fascinated interest, and wagging a pleased tail. Mr. Pottle was clamped to his observation post by a freezing fear. The busy burglar did not see him, but Violet did, and pointing her bushel of bushy head at him, she let slip a deep "Grrrrrrrrrr." The burglar turned quickly, and a moonbeam rebounded from the polished steel of his revolver as he leveled it at a place where Mr. Pottle's heart would have been if it had
20 not at that precise second been in his throat, a quarter of an inch south of his Adam's apple.

"Keep 'em up," said the burglar, "or I'll drill you like you was an oil-well."

25 Mr. Pottle's hands went up and his heart went down. The ultimate straw had been added; the wedding silver was neatly packed in the burglar's bag. Mr. Pottle cast an appealing look at Violet and breathed a prayer that in his dire emergency her blue-blood would tell and she would fling herself with one last heroic fling at the throat of the robber. Violet returned his look with a stony stare, and licked the free hand of the thief.

A thought wave rippled over Mr. Pottle's brain.

30 "You might as well take the dog with you, too," he said.

"Your dog?" asked the burglar, gruffly.

"Whose else would it be?"

"Where'd you get her?"

"Raised her from a pup up."

35 "From a pup up?"

"Yes, from a pup up."

The robber appeared to be thinking.

"She's some dog," he remarked. "I never seen one just like her."

40 For the first time in the existence of either of them, Mr. Pottle felt a faint glow of pride in Violet.

"She's the only one of her kind in the world," he said.

"I believe you," said the burglar. "And I know a thing or two about dogs, too."

"Really?" said Mr. Pottle, politely.

45 "Yes, I do," said the burglar and a sad note had softened the gruffness of his voice. "I used to be a dog trainer."

"You don't tell me?" said Mr. Pottle.

"Yes," said the burglar, with a touch of pride, "I had the swellest dog and pony act in big time vaudeville once."

"Where is it now?" Mr. Pottle was interested.

50 "Mashed to bologna," said the burglar, sadly. "Train wreck. Lost every single animal. Like that." He snapped melancholy fingers to illustrate the sudden demise of his troupe. "That's why I took to this," he added. "I ain't a regular crook. Honest. I just want to get together enough capital to start another show. Another job or two and I'll have enough."

55 Mr. Pottle looked his sympathy. The burglar was studying Violet with eyes that brightened visibly.

"If," he said, slowly, "I only had a trick dog like her, I could start again. She's the funniest looking hound I ever seen, bar none. I can just hear the audiences roaring with laughter." He sighed reminiscently.

60 "Take her," said Mr. Pottle, handsomely. "She's yours."

The burglar impaled him with the gimlet eye of suspicion.

65 "Oh, yes," he said. "I could get away with a dog like that, couldn't I? You couldn't put the cops on my trail if I had a dog like that with me, oh, no. Why, I could just as easy get away with Pike's Peak or a flock of Masonic Temples as with a dog as different looking as her. No, stranger, I wasn't born yesterday."

"I won't have you pinched, I swear I won't," said Mr. Pottle earnestly. "Take her. She's yours."

The burglar resumed the pose of a thinker.

70 "Look here, stranger," he said at length. "Tell you what I'll do. Just to make the whole thing fair and square and no questions asked, I'll buy that dog from you."

"You'll what?" Mr. Pottle articulated.

"I'll buy her," repeated the burglar.

Mr. Pottle was incapable of replying.

"Well," said the burglar, "will you take a hundred for her?"

75 Mr. Pottle could not get out a syllable.

"Two hundred, then?" said the burglar.

"Make it three hundred and she's yours," said Mr. Pottle.

"Sold!" said the burglar.

1

Read the sentence from the passage.

Three hundred dollars is not much compared to all the money in the world, but to Mr. Pottle, on his bed of anxiety, it looked like the Great Wall of China. (lines 5 through 7)

Which effect does the simile in the sentence have on the reader?

- A It focuses on the excitement that Mr. Pottle feels about going to sleep in his bed that night.
- B It highlights the time that Mr. Pottle needs to earn the three hundred dollars that he needs.
- C It emphasizes the difficulty that Mr. Pottle feels about coming up with the money he needs.
- D It calls attention to the anxiety that Mr. Pottle feels about traveling to see the Great Wall of China.

2

Which detail about the burglar would be **most** important to include in a summary of the passage?

- A The burglar used to be a dog trainer.
- B The burglar points his gun at Mr. Pottle.
- C The burglar steals the Pottle's wedding silver.
- D The burglar has never seen a dog like Violet before.

3

Read the sentence from the passage.

Mr. Pottle cast an appealing look at Violet and breathed a prayer that in his dire emergency her blue-blood would tell and she would fling herself with one last heroic fling at the throat of the robber. (lines 24 to 27)

Which theme in the story is **best** supported by this sentence?

- A fortune
- B loyalty
- C power
- D religion

4

What does the burglar's reaction in lines 61 through 65 mainly suggest?

- A The burglar thinks that Mr. Pottle will turn him in to the police, and the police will catch him because the dog is so easy to find.
- B The burglar believes that Mr. Pottle will accept the lowest price he offers, and he'll sell the dog because Mr. Pottle needs the money.
- C The burglar thinks that Mr. Pottle wants to get rid of the dog and get his silver back because he is willing to give the dog up so easily.
- D The burglar believes that Mr. Pottle wants to help him start his dog and pony show and sell him his dog because the dog is so valuable.

5

Which line or lines from the passage best support the conclusion that Mr. Pottle has a solution to his money problem?

- A "For, though he had combed the town and borrowed every cent he could squeeze from friend or foe, though he had pawned his favorite case of razors, he was three hundred dollars short of the needed amount." (lines 3 through 5)
- B "A thought wave rippled over Mr. Pottle's brain. 'You might as well take the dog with you, too,' he said." (lines 29 through 30)
- C "'I won't have you pinched, I swear I won't,' said Mr. Pottle earnestly. 'Take her. She's yours.'" (lines 66 through 67)
- D "'Make it three hundred and she's yours,' said Mr. Pottle. 'Sold!' said the burglar." (lines 77 through 78)

6

Read the sentence from the passage.

Slipping from bed without disturbing the dormant Blossom, he crept on wary bare toes from the room and down stairs. (lines 8 and 9)

Which is the meaning of the word **dormant** as it is used in the sentence?

- A ailing
- B hurting
- C relaxing
- D sleeping

7

Read the sentences from the passage.

"Look here, stranger," he said at length. "Tell you what I'll do. Just to make the whole thing fair and square and no questions asked, I'll buy that dog from you." (lines 69 and 70)

What do the sentences reveal about the burglar?

- A He feels the dog is more valuable than the Pottle silver.
- B He believes that Mr. Pottle is more clever than he lets on.
- C He thinks that the dog is more trusting than he appears to be.
- D He assumes that the Mr. Pottle is more successful than he is.

Directions: Read this passage from a website on space and aeronautics. Then answer questions 9 through 16.

How Would Your Body Change in Space?

Subject Matter Expert: Charles W. Lloyd, Pharm D, Dr. Steven Platts, and Dr. Walter Sipes

5 Blast off! What a thrill it is to see and explore new worlds. Trading Earth's environment for the environment of space is exciting. But, an "Earth-normal" environment is very different from a "space-normal" world. Space is one of the most hostile environments we will ever explore. As the environment changes, so will an astronaut's body change.

Less gravity is one of the major changes of living in space. Traveling to Mars and, perhaps into deep space, will involve living in space for months or years. How will an astronaut's body change and adapt as a result of living in a reduced gravity environment for that long?

10 Which way is up? Which way is down? In space, there is no physical sensation to let you know when you are upside down. Astronauts can easily become disoriented. On Earth, a small organ inside your inner ear helps you know when you are right-side up or upside down. This organ works because gravity pulls on the fluid and small particles inside your inner ear. In less gravity, the organ gets mixed messages. The only way to
15 know "up" and "down" is to rely on what you see. The ceiling of your spacecraft can just as easily be your floor. You can float upside down without blood rushing to your head. All of these changes can lead to a feeling of space sickness – something like feeling carsick or seasick. A few hours after reaching orbit, one in three astronauts will experience this sensation. For most, these feelings will stop as the astronauts become
20 used to their new space environment.

25 While on Earth, gravity causes most of the body's fluids to be distributed below the heart. In contrast, living in space with less gravity allows fluids in the body to spread equally throughout the body. When astronauts first travel into space, they feel as if they have a cold and their faces look puffy. Many astronauts talk about not feeling thirsty because of this fluid shift. The body records this shift as an increase in blood volume. It adjusts by eliminating what it thinks are extra fluids as it would normally – that's right – through the kidneys -- resulting in visits to the restroom. Once this "extra fluid" is flushed from the body, astronauts adjust to space and usually feel fine.

30 Puffy faces and feeling space sickness are short-term changes that astronauts feel. Within three days of returning to Earth, the astronauts return to normal fluid levels and the body is "back to normal." Some other effects are more long-term. Reduced gravity will lead to a loss of calcium in the bones and weaker muscles. During the space

mission, **resistive exercises**¹ and good nutrition can help offset some of these changes. Once they return to Earth, astronauts continue to exercise to strengthen their weakened
35 bones and muscles. Scientists keep a careful watch on astronauts before, during, and after flights in space.

Space environments also affect an astronaut's sense of time. While traveling around the Earth, astronauts orbit the Earth once every 90 minutes. This means that they see the sun rise and set every 90 minutes. Although a beautiful sight, this can be confusing for the
40 body and could interrupt sleep. To help limit this disruption, covers over windows help block the sunlight. Our "internal body clock" is usually set for a 24-hour light and dark cycle. This internal clock is a **circadian rhythm**² and is usually reset by daily exposure to light. Circadian rhythms are closely linked to the light/dark cycle. They help set sleeping and eating patterns for all living things, including people.

45 Changing the body's circadian rhythms usually results in other changes for the body. Many travelers that go across time zones complain of jet lag with its feelings of fatigue, disorientation and insomnia. Have you ever experienced jet lag? You probably felt out-of-sorts and grumpy. Imagine how astronauts must feel when their sleep cycles are changed for long space flights. They usually stay on the Greenwich Mean Time
50 (GMT) while they orbit Earth, but will shift to Houston time and Moscow time for certain activities such as docking with the supply ship and Extravehicular Activities. Once these are finished, the astronauts return to GMT.

Some signs of aging parallel changes in the body caused by living in a reduced gravity environment. Changes in sleep cycles and weakened bones and muscles are found in
55 both cases. While studying ways to reverse the effects of living in a reduced gravity environment, scientists are also learning more about what happens to the body as it ages.

Clearly, the body is amazing as it adapts and changes to its environment. Some of the changes are short-term and easily reversed. Other changes, such as reduced bone mass and weaker muscles, take much longer to return to their original form. Scientists are
60 working to find out all that they can about how the body adapts to new environments to make space travel as safe and comfortable as possible.

www.nasa.gov

¹ **resistive exercises**: exercises that provide opposing forces such as lifting weights or stretching rubber band

² **circadian rhythm**: daily rhythmic activity cycle, based on 24-hour intervals

9

Which statement **best** summarizes the main idea of the passage?

- A The human body stays the same in any environment.
- B The human body adjusts to shifts in the environment.
- C The human body predicts changes in the environment.
- D The human body thrives on changes in the environment.

10

Why does the author include the second to the last paragraph (lines 53 through 56) in the passage?

- A to tell how the changes in the human body in space cause the body to age
- B to describe how a reduced gravity environment prevents the human body from aging
- C to explain how changes in the human body in space are related to the effects of aging
- D to show how the effects of aging are important to reversing the effects of life in a reduced gravity environment

11

Which statement **best** summarizes the author's attitude toward the human body?

- A The author is doubtful of the body's capacity to adjust to the environment.
- B The author is impressed by the body's ability to adapt to the environment.
- C The author is puzzled by the body's response to a reduced gravity environment.
- D The author is concerned for the body's safety in a reduced gravity environment.

12

Read the sentences from the passage.

Our "internal body clock" is usually set for a 24-hour light and dark cycle. This internal clock is a circadian rhythm and is usually reset by daily exposure to light. Circadian rhythms are closely linked to the light/dark cycle. They help set sleeping and eating patterns for all living things, including people. (lines 41 through 44)

Which conclusion can **best** be drawn based on the information in the sentences?

- A If sleeping and eating patterns change, the light/dark cycle will change.
- B If the light/dark cycle is changed, sleeping and eating patterns will change.
- C If sleeping and eating patterns remain the same, the light/dark cycle will change.
- D If the light/dark cycle is changed, sleeping and eating patterns will remain the same.

13

Read the sentence from the passage.

Less gravity is one of the major changes of living in space. (line 6)

Which sentence uses the word **major** the same way it is used in the passage?

- A My cousin William is a major in the army.
- B Will decided that he is going to be a biology major.
- C The car needs major repairs before you can drive it.
- D Songs that are written in a major key sound happier.

14

The passage suggests all of the following about the human body **except**:

- A The body resets its internal clock based on the amount of exposure to light that it has.
- B The reduced gravity environment in space has very little or no effect on the human body.
- C Scientists can learn how to make space travel safe by studying how the body adapts to the space environment.
- D Scientists want to know what changes will happen in the bodies of astronauts who travel in space for long periods of time.

15

What effect does the author's use of the terms "Earth-normal" and "space-normal" have on the passage? (lines 2 and 3)

- A It lets the reader know that the passage will give a history of earth and space discovery.
- B It persuades the reader to want to learn more about living in a reduced gravity environment.
- C It gives the reader an idea of the author's opinion about how the body reacts in space and on earth.
- D It lets the reader know that the passage will compare how the human body reacts in space and on earth.

Directions: Read the poem. Then answer questions 17 through 24.

The Dreams
by Eugene Field

Two dreams came down to earth one night
From the realm of mist and dew;
One was a dream of the old, old days,
And one was a dream of the new.

5 One was a dream of a shady lane
That led to the pickerel pond
Where the willows and rushes bowed themselves
To the brown old hills beyond.

10 And the people that peopled the old-time dream
Were pleasant and fair to see,
And the dreamer he walked with them again
As often of old walked he.

Oh, cool was the wind in the shady lane
That tangled his curly hair!
15 Oh, sweet was the music the robins made
To the springtime everywhere!

Was it the dew the dream had brought
From yonder midnight skies,

Or was it tears from the dear, dead years
20 That lay in the dreamer's eyes?

The *other* dream ran fast and free,
As the moon benignly shed
Her golden grace on the smiling face
In the little trundle-bed.

25 For 't was a dream of times to come—
Of the glorious noon of day—
Of the summer that follows the careless spring
When the child is done with play.

30 And 't was a dream of the busy world
Where valorous deeds are done;
Of battles fought in the cause of right,
And of victories nobly won.

It breathed no breath of the dear old home
And the quiet joys of youth;
35 It gave no glimpse of the good old friends
Or the old-time faith and truth.

But 't was a dream of youthful hopes,
And fast and free it ran,

40 And it told to a little sleeping child
Of a boy become a man!

These were the dreams that came one night
To earth from yonder sky;
These were the dreams two dreamers dreamed—
My little boy and I.

45 And in our hearts my boy and I
Were glad that it was so;
He loved to dream of days to come,
And *I* of long ago.

50 So from our dreams my boy and I
Unwillingly awoke,
But neither of his precious dream
Unto the other spoke.

55 Yet of the love we bore those dreams
Gave each his tender sign;
For there was triumph in *his* eyes—
And there were tears in *mine*!

17

Read the stanza from the poem.

**And in our hearts my boy and I
Were glad that it was so;
He loved to dream of days to come,
And I of long ago. (lines 45 through 48)**

Which central theme is **best** supported by this stanza?

- A near versus far
- B night versus day
- C earth versus sky
- D past versus future

18

Which lines from the poem do **not** illustrate the effect that the speaker's dream has on him?

- A lines 1 through 4
- B lines 17 through 20
- C lines 45 through 48
- D lines 53 through 56

19

Read the lines from the poem.

**And 't was a dream of the busy world
Where valorous deeds are done;
Of battles fought in the cause of right,
And of victories nobly won. (lines 29 through 32)**

What does the word **valorous** mean as it is used in the poem?

- A appreciated
- B courageous
- C demanding
- D eventful

20

Read the stanza from the poem.

**The *other* dream ran fast and free,
As the moon benignly shed
Her golden grace on the smiling face
In the little trundle-bed. (lines 21 through 24)**

Which effect does the poet's use of personification have on the reader?

- A It creates a mood of peaceful safety, as a mother might create for her child.
- B It sets a tone of hopeful promise, as a child might have about his or her future.
- C It suggests a feeling of regretful sentimentality, as an adult might feel for his or her past.
- D It produces a sense of cheerful celebration, as a child might celebrate with his or her family.

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Based on the entire poem, which phrase **best** characterizes the boy's dreams?

- A regretful of the past
- B fearful of the future
- C hopeful for the future
- D cheerful about the past

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Which effect does the division of the poem into stanzas have on the poem's meaning?

- A It emphasizes the appearance of the son as he sleeps and then awakens.
- B It calls attention to the two different characters as they take turns speaking.
- C It highlights the emotions of the speaker as he alternates talking about both dreams.
- D It focuses on the visual images in the poem as they appear throughout both dreams.

