

8th Grade



Spring Break Vacation Packet

Name: _____

Due: Monday, April 9, 2018

ELA

Directions Read this story. Then answer questions 1 through 8.

The Gift of the Flute

*a Brule Sioux legend
retold by Isabella Stroud*

Long ago, in the land of the Sioux, there was a time before the People had flutes. They had drums made of wood and animal hide, and rattles made of gourd; but they had no flutes, for they had never seen or heard one.

5 One day, a young hunter left his village to follow the fresh tracks of an elk. He carried with him a new wooden bow and a deerskin quiver holding arrows carved of wood, with fine feathers and flint stone arrowheads as sharp as glass. Into the mountains he followed the tracks of the elk, who remained always just out of sight, so that the hunter never caught a glimpse of him. The elk's tracks led deep into a forest—where, as night fell, both they and the elk disappeared.

10 As darkness filled the woods, the moon did not rise, and the hunter was forced to admit that until daybreak he was lost. He ate a little of the wasna—dried meat, mixed with berries and fat—that he carried in his deerskin pouch, and followed the sound of water to a cold stream, from which he drank. Then he wrapped himself in his fur robe and tried to sleep. But the night sounds of the forest were ones of animals calling, and owls hooting, and trees groaning, and instead of sleeping, the hunter lay wakefully listening. The more he listened, the more he heard, until he realized that he was hearing a
15 sound he had never heard before. It was a sound of wind—though not only of wind—and it was strangely lovely, yet dry and mournful, like the whistle of a ghost. And it was somewhat frightening. With a shiver, the hunter gathered his robe closer about him and took a long, long time to fall asleep.

20 When the hunter awoke with the sun, he looked up and saw wagnuka, the redheaded woodpecker, on a branch of the tree under which he had slept. The bird flitted to another tree, and to another, each time looking back as if to say, "Follow!" Again the hunter heard the lovely, strange sound of the night before, and he took up his bow and quiver and followed the woodpecker from tree to tree through the forest until the bird came to a great cedar. There it paused on one hollow, slender branch, and began hammering with its beak at holes it had pecked in the wood. When the wind entered the holes the woodpecker had carved, the branch whistled with the lovely, strange sound. "Kola—friend," said the
25 hunter to the woodpecker, "permit me to take this branch back to my people!"

So the hunter returned to his village with no elk meat, but instead with the first flute: a gift of the tree, of the wind, of the bird, and of one who had learned how to listen.

GO ON

1

Read this sentence from lines 1 through 3.

They had drums made of wood and animal hide, and rattles made of gourd; but they had no flutes, for they had never seen or heard one.

What effect does this sentence create for the reader as the story develops?

- A** The reader believes that the woodpecker has created the flute on purpose.
- B** The reader knows the whistling sound is a flute even though the hunter does not.
- C** The reader thinks the woodpecker is the one making the unusual sound.
- D** The reader understands that the hunter was sleeping under the tree making the noise.

2

Read this sentence from lines 12 through 14.

But the night sounds of the forest were ones of animals calling, and owls hooting, and trees groaning, and instead of sleeping, the hunter lay wakefully listening.

Why does the author use personification in the sentence?

- A** to show that the animals are speaking to the hunter
- B** to show that the hunter wanted to get some sleep
- C** to make the forest seem more inviting
- D** to make the forest seem more alive

3

Read this sentence from line 17.

With a shiver, the hunter gathered his robe closer about him and took a long, long time to fall asleep.

What causes the hunter to gather his robe around himself?

- A** He is afraid of the dark night.
- B** He sees a large imposing animal.
- C** He is cold in the forest without a fire.
- D** He hears a beautiful yet disturbing sound.

4

Read this sentence from lines 22 and 23.

There it paused on one hollow, slender branch, and began hammering with its beak at holes it had pecked in the wood.

How does the use of the word “hammering” affect the tone of the story?

- A** The word helps to resolve the mysterious tone by showing how powerful the bird can be.
- B** The word creates a sad tone because the large oak tree is powerless against the bird.
- C** The word further develops the frightening tone because the hunter is already nervous.
- D** The word creates a humorous tone because the hunter is now amused by his fear.

5

Read this sentence from lines 24 and 25.

“Kola—friend,” said the hunter to the woodpecker, “permit me to take this branch back to my people!”

What does this dialogue suggest about the character of the hunter?

- A** He is respectful because he could take the branch without asking but chooses to ask anyway.
- B** He is greedy because he wants something that the woodpecker doesn’t want him to have.
- C** He is sneaky because he plans to steal the branch from the woodpecker while the woodpecker isn’t looking.
- D** He is weak because he has to ask permission from a tiny bird even though he is a grown man.

6

The hunter begins his journey in pursuit of an elk but ends up discovering the flute instead. Which theme is supported by this turn of events?

- A** Taking time to understand nature can lead to rewarding friendships with animals.
- B** It is generally better to settle for something unimportant than to leave empty-handed.
- C** If people remain motivated and focused, they can accomplish any goal that they set.
- D** If people are not distracted by what they think they want, they can find great surprises.

GO ON

7

Which sentence from the story **best** explains why the hunter has to stay in the woods overnight?

- A** “One day, a young hunter left his village to follow the fresh tracks of an elk.” (line 4)
- B** “Into the mountains he followed the tracks of the elk, who remained always just out of sight, so that the hunter never caught a glimpse of him.” (lines 6 and 7)
- C** “As darkness filled the woods, the moon did not rise, and the hunter was forced to admit that until daybreak he was lost.” (lines 9 and 10)
- D** “But the night sounds of the forest were ones of animals calling, and owls hooting, and trees groaning, and instead of sleeping, the hunter lay wakefully listening.” (lines 12 through 14)

8

Which of these **best** summarizes the plot of this story?

- A** A Sioux hunter follows an elk into a forest. The elk stays too far ahead of him, so the hunter loses sight of the elk. The hunter decides to stay the night in the forest and look for the elk in the morning. When he wakes up, the hunter cannot find the elk. The hunter walks home and finds a flute on the way. He plays it for his people.
- B** A Sioux hunter follows an elk into a forest, and then night falls. Realizing it’s too dark to get home, he lies down and listens to the sounds of the forest. He hears an unusual sound, and in the morning, hears the noise again and follows a woodpecker who makes a flute. With permission from the woodpecker, the hunter takes the gift to his people.
- C** A Sioux hunter foolishly follows an elk into the forest. He lies down to fall asleep but is kept awake all night by the sounds of animals and trees. He also hears an unusual sound which frightens him because he is a coward. When he wakes up in the morning, he sees a woodpecker putting holes in some trees. This gives him an idea to make a flute.
- D** A Sioux hunter follows an elk into a forest until it gets dark. Then, he stays the night in the forest but is too worried about finding the elk to get any sleep. He hears the wind, the trees, and the animals of the forest. All the noises are very loud and frighten the hunter. He is given a flute on the way home.

Directions

Read this article. Then answer questions 24 through 29.

Geothermal Energy

by The United States Energy Information Administration,
<http://www.eia.gov/kids>, U.S. Energy Information Administration

GEOHERMAL BASICS

What Is Geothermal Energy?

The word *geothermal* comes from the Greek words *geo* (earth) and *therme* (heat). So, geothermal energy is heat from within the Earth. We can recover this heat as steam or hot water and use it to heat buildings or generate electricity.

5 Geothermal energy is a renewable energy source because the heat is continuously produced inside the Earth.

Geothermal Energy Is Generated Deep Inside the Earth

Geothermal energy is generated in the Earth's core. Temperatures hotter than the sun's surface are continuously produced inside the Earth by the slow decay of radioactive particles, a process that happens in all rocks. . . .

10 The Earth's crust is broken into pieces called plates. Magma comes close to the Earth's surface near the edges of these plates. This is where volcanoes occur. The lava that erupts from volcanoes is partly magma. Deep underground, the rocks and water absorb the heat from this magma. The temperature of the rocks and water gets hotter and hotter as you go deeper underground.

15 People around the world use geothermal energy to heat their homes and to produce electricity by digging deep wells and pumping the heated underground water or steam to the surface. We can also make use of the stable temperatures near the surface of the Earth to heat and cool buildings.

WHERE GEOHERMAL ENERGY IS FOUND

Naturally occurring large areas of hydrothermal resources are called **geothermal reservoirs**. Most geothermal reservoirs are deep underground with no visible clues showing above ground. But geothermal energy sometimes finds its way to the surface in the form of:

- Volcanoes and fumaroles (holes where volcanic gases are released)
- 20 • Hot springs
- Geysers

Most Geothermal Resources Are Near Plate Boundaries

The most active geothermal resources are usually found along major plate boundaries where earthquakes and volcanoes are concentrated. Most of the geothermal activity in the world occurs in an area called the **Ring of Fire**. This area encircles the Pacific Ocean.

25 When magma comes close to the surface, it heats ground water found trapped in porous rock or water running along fractured rock surfaces and faults. These features are called **hydrothermal**. They have two common ingredients: water (hydro) and heat (thermal).

Geologists use various methods to look for geothermal reservoirs. Drilling a well and testing the temperature deep underground is the most reliable method for finding a geothermal reservoir.

U.S. Geothermal Power Plants Are Located in the West

30 Most of the geothermal power plants in the United States are located in the Western states and Hawaii, where geothermal energy resources are close to the surface. California generates the most electricity from geothermal energy. "The Geysers" dry steam reservoir in northern California is the largest known dry steam field in the world and has been producing electricity since 1960.

The United States Is the Leader in Geothermal Power Generation

35 The United States leads the world in electricity generation with geothermal power. In 2011, U.S. geothermal power plants produced about 17 billion kilowatt-hours (kWh), or 0.4% of total U.S. electricity generation. In 2011, five states had geothermal power plants:

- California had 35 geothermal power plants, which produced 80% of U.S. geothermal electricity.
- Nevada had 20 geothermal power plants, which produced 16% of U.S. geothermal electricity.
- Utah had two plants, and Hawaii and Idaho each had one geothermal plant.

Geothermal Contributes Significant Share of Power Generation in Several Countries

40 Twenty four countries including the United States had geothermal power plants in 2010, which generated a total of about 63.9 billion kWh. The Philippines was the second largest geothermal power producer after the United States at 9.4 billion kWh, which equaled about 16% of the country's total power generation. Iceland, the 7th largest producer at 4.3 billion kWh, produced 26% of its total electricity using geothermal energy.

GEOTHERMAL HEAT PUMPS

Using the Earth's Constant Temperatures for Heating and Cooling

45 While temperatures above ground change a lot from day to day and season to season, temperatures 10 feet below the Earth's surface hold nearly constant between 50° and 60°F. For most areas, this means that soil temperatures are usually warmer than the air in winter and cooler than the air in summer. Geothermal heat pumps use the Earth's constant temperatures to heat and cool buildings. They transfer heat from the ground (or water) into buildings in winter and reverse the process in the summer.

Geothermal Heat Pumps Are Energy Efficient and Cost Effective

50 According to the U.S. Environmental Protection Agency (EPA), geothermal heat pumps are the most energy efficient, environmentally clean, and cost effective systems for temperature control. Although most homes still use traditional furnaces and air conditioners, geothermal heat pumps are becoming more popular. In recent years, the U.S. Department of Energy and the EPA have partnered with industry to promote the use of geothermal heat pumps.

GO ON

GEOTHERMAL ENERGY & THE ENVIRONMENT

- 55 The environmental impact of geothermal energy depends on how it is being used. Direct use and heating applications have almost no negative impact on the environment.

Geothermal Power Plants Have Low Emission Levels

Geothermal power plants do not burn fuel to generate electricity, so their emission levels are very low. They release less than 1% of the carbon dioxide emissions of a fossil fuel plant. Geothermal plants use scrubber systems to clean the air of hydrogen sulfide that is naturally found in the steam and hot water.

- 60 Geothermal plants emit 97% less acid rain-causing sulfur compounds than are emitted by fossil fuel plants. After the steam and water from a geothermal reservoir have been used, they are injected back into the Earth.

Many Geothermal Features Are National Treasures

Geothermal features in national parks, such as geysers and fumaroles in Yellowstone National Park, are protected by law, to prevent them from being disturbed.

24 Which statement **best** summarizes the central idea of the article?

- A** A naturally occurring energy source, geothermal energy has many applications in the places where it can be utilized.
- B** Geothermal energy is produced by the slow decay of radioactive particles inside the Earth, a process that happens in all rocks.
- C** Heat pumps take advantage of steady temperatures below the surface of the Earth to provide heating and cooling for buildings.
- D** The United States is the world's leader in geothermal energy, but other countries use smaller amounts of geothermal power.

25 Based on the article, areas with heavy incidence of geothermal resources are likely to be

- A** located in cool climates
- B** at risk for earthquakes
- C** polluted by carbon dioxide
- D** located near the Atlantic Ocean

26

Read this sentence from lines 25 and 26.

When magma comes close to the surface, it heats ground water found trapped in porous rock or water running along fractured rock surfaces and faults.

Which **best** tells how the word “porous” is used in this sentence?

- A** to describe how liquid sits underneath the rock
- B** to describe how liquid clings to the rock
- C** to describe how liquid can pass through the rock
- D** to describe how liquid sits on top of the rock

27

Read this sentence from lines 60 and 61.

Geothermal plants emit 97% less acid rain-causing sulfur compounds than are emitted by fossil fuel plants.

In this sentence, “emit” most clearly means

- A** permit
- B** discharge
- C** prevent
- D** fulfill

28

Read lines 45 through 49.

While temperatures above ground change a lot from day to day and season to season, temperatures 10 feet below the Earth’s surface hold nearly constant between 50° and 60°F. For most areas, this means that soil temperatures are usually warmer than the air in winter and cooler than the air in summer. Geothermal heat pumps use the Earth’s constant temperatures to heat and cool buildings. They transfer heat from the ground (or water) into buildings in winter and reverse the process in the summer.

Why does the author discuss the transfer of heat in the last sentence of the paragraph?

- A** to explain how the heat pump can help people stay warm and cool
- B** to convince the reader that a heat pump is a worthwhile investment
- C** to show what makes geothermal activity happen under the Earth’s crust
- D** to argue that geothermal energy is superior to gas or electricity

GO ON

Which of these is the **best** summary of “Geothermal Energy”?

- A** People around the world use geothermal energy to heat their homes. Heat pumps are energy efficient, environmentally clean, and becoming more popular as years go by. The United States leads the world in geothermal electricity generation. California is the national leader in geothermal electricity. Many California homes use heat pumps.
- B** Geothermal energy occurs naturally and often comes to the surface of the Earth in volcanoes, fumaroles, geysers, or hot springs. Many of these are found in western states and Hawaii. Some geothermal features are located in national parks like Yellowstone, where they are protected. Some are found in Iceland and the Philippines.
- C** Geothermal energy comes from heated water or steam. Most of the major geothermal activity in the world is located around the Ring of Fire, which circles the Pacific Ocean. People who live in these areas can use heat pumps to get the energy out. This is because soil temperatures are usually cool in summer and warm in winter.
- D** Geothermal energy is recovered from water or steam heated by forces beneath the Earth. Geysers and hot springs are natural sources of this heat energy, which is widely used to generate electricity in the United States and elsewhere. Heat energy can also be used to power heat pumps, which are clean and efficient methods of heating and cooling.

Directions Read this play. Then answer questions 36 through 38.

Another Way to Weigh an Elephant

adapted by Lenore Blumenfeld, Plays: The Drama Magazine for Young People

Characters

Empress, a haughty lady

Lihua, Empress' parasol-bearer

Gao }
Yuan } villagers
Chao }

Mother

Child

Plum Blossom, an elephant

Setting: Imperial Garden of Empress, in Old China. There is a lily pond surrounded by pebbles at right, and a large sack of peanuts at left. On backdrop are painted trees and roof of a pagoda.

At rise: Plum Blossom enters, waving trunk, followed by Empress and LIHUA, who holds parasol over Empress. Plum Blossom wiggles, dances, and nudges LIHUA.

5 **Empress:** (Empress feeds Plum Blossom peanuts. Gao, Chao, Yuan, Mother, carrying embroidery, and Child file in, unnoticed by Empress. Child carries toy boat.) What an appetite you have today!

Gao: Your Imperial Highness—

Empress: Who dares to interrupt the Empress?

Chao: Oh powerful ruler, Mistress of the Multitudes—

10 **Yuan:** And possessor of uncounted riches—

Empress: Ah, yes—well, get on with it. What do you want? My elephant is hungry.

Child: I'm hungry, too.

Mother: Go play quietly, before you get us all beheaded. (Child sits near pond, plays with boat and pebbles. Mother hovers nearby, embroidering.)

15 **Gao:** Imperial Empress, the child speaks for all of us.

Chao: Everyone in the village is hungry.

Empress: Lazy peasants! Go harvest your grain and you'll have plenty to eat.

Yuan: But, Empress—

GO ON

- Empress** (*To Plum Blossom*): Imagine! They leave fields of ripe grain to come sniveling for free handouts.
20 (*Holding out peanut*) Here, sweetie. (*Plum Blossom takes peanut, dances.*)
- Gao**: Last night, Your Worship—
- Chao**: While the entire village slept—
- Yuan**: An army of grasshoppers came and devoured every morsel of grain!
- Empress**: Preposterous! Too late in the season for grasshoppers. Idlers! Go harvest your crops. Go!
25 (*Pointing*) Leave! (*Empress suddenly clutches neck.*) Ooooooh! Something is creeping up my imperial neck!
- Gao** (*Crossing to look*): Just a grasshopper, Imperial Highness.
- Empress**: Well, get it off. (*Yuan flicks grasshopper away.*) Thank you.
- Yuan**: You're welcome. (*Turns to leave*)
- Empress**: Halt!
- 30 **Yuan**: Imperial Highness?
- Empress**: Did grasshoppers really eat all your grain?
- Yuan**: Every morsel.
- Empress**: In that case—
- Chao**: Yes, Imperial Magnificence?...
- 35 **Empress**: Hmph. As I was saying...I, your kind-hearted and generous Empress, will purchase food from a nearby kingdom—
- Gao, Chao, Yuan** (*Together*): Long live our kind-hearted and generous Empress!
- Empress**: —enough food to equal the weight of—of— (*Plum Blossom nudges her.*) the imperial elephant!
- Gao**: A feast!
- 40 **Chao**: A banquet!
- Empress**: However (*Suddenly silence*)—I do not approve of giving something for nothing.
- Gao**: Imperial Highness, we have no money.
- Yuan**: But we are willing to work for our food.
- Empress**: Silence! Don't you know what happens to people who do hard work on an empty stomach?
- 45 **Chao** (*Sadly*): They make mistakes.
- Yuan**: They weaken.
- Gao**: And sometimes they faint.
- Empress**: Exactly. So, I won't make you work to earn your food—
- Gao, Chao, and Yuan**: Ah!
- 50 **Empress**: But I will make you think!
- Gao, Chao, and Yuan**: Oh!
- Empress**: I have often wondered how smart my subjects are.
- Yuan**: We villagers are well-educated, Imperial Highness. And it is all thanks to your schools.
- Chao**: We know how to read and write.

- 55 **Gao:** And we know how to add and subtract.
Yuan: Give us any problem and we'll solve it.
Empress: Very well. If you want Plum Blossom's weight in food, you must tell me how much she weighs.
Chao: Simple.
Yuan: Elementary.
- 60 **Gao** (*Poking Chao*): Get a scale.
Chao (*Poking Yuan*): Scale. (*Yuan turns as if to fetch scale.*)
Empress: Halt! No scale in the kingdom is big enough for Plum Blossom to stand on. That is the problem. You must think of another way to weigh an elephant. (*To Plum Blossom*) Have a peanut, sweetie. (*Empress feeds Plum Blossom. Child plays with boat and pebbles. Gao, Chao, and Yuan turn to each other.*)
- 65 **Gao:** Impossible.
Chao: Problem has no solution.
Yuan: Imperial Highness is not kindhearted and generous.
Chao: Mighty Majesty is heartless and cruel.
- 70 **Gao:** We may as well return to our empty fields. (*Gao, Chao, and Yuan start to leave.*)
Child: I know another way to weigh an elephant.
Mother: Hush.
Yuan: Let the child speak.
Child: Pretend this water lily (*Plucking water lily from pond*) is the imperial elephant. (*Gao, Chao, and Yuan laugh.*)
- 75 **Empress:** Silence! There is indeed a resemblance between that lily blossom and my Plum Blossom. Both are beautiful and fragrant. (*Gao, Chao, and Yuan each place hand over nose and mouth.*) Proceed, small person.
Child: Put the elephant (*Holding up lily*) on the imperial riverboat. (*Places lily on toy boat*) Mark how high the water rises on the side of the boat. (*Lifts boat out of the pond and marks water line with chalk*) Lead the elephant to dry land. (*Removes lily from boat and lowers it to the ground beside the pond.*) Now, load the boat with enough stones (*Holding up pebbles*) to make the water reach the same mark. (*Puts boat back into pond and loads it with pebbles*) Then weigh each stone, add the weight of all the stones, and you have the weight of the elephant!
- 80 **Empress:** Brilliant! (*Gao, Chao, and Yuan smile and nod. Mother embraces Child.*) Lihua! (*Lihua enters, bowing.*) Send messengers to purchase food from the neighboring kingdom. (*Lihua bows.*) Clear the deck of the imperial riverboat to make room for Plum Blossom. (*Lihua bows.*) And find stones for weighing. (*Lihua bows, backs off.*) And you, wise child—what special reward can I bestow upon you?
Child: Please, Imperial Empress, may I have a peanut?
- 90 **Empress:** Let us all have a peanut! (*Empress passes peanuts to all, then tosses peanuts to the audience as curtain closes.*)

THE END

GO ON

36 Explain what “Another Way to Weigh an Elephant” suggests about children. Use **two** details from the play to support your response.

37 What is a theme developed in lines 66 through 73 of “Another Way to Weigh an Elephant”? Use **two** details from the play to support your response.

38

In “Another Way to Weigh an Elephant,” what does the phrase “before you get us all beheaded” (line 13) reveal about Mother? Use **two** details from the play to support your response.

GO ON

Directions

Read this testimony. Then answer question 39.

In 1985, a group of concerned citizens formed a committee called the Parents Music Resource Center. Representatives of the PMRC approached Congress to propose a system of labeling records containing content that they considered inappropriate or damaging to underage listeners. Some of their testimony is presented here.

Susan Baker and Tipper Gore Testimony

from Record labeling: hearing before the Committee on Commerce, Science, and Transportation, United States Senate, Ninety-ninth Congress, first session, on contents of music and the lyrics of records, September 19, 1985

Mrs. BAKER. . . . The Parents Music Resource Center was organized in May of this year by mothers of young children who are very concerned by the growing trend in music toward lyrics that are [inappropriate in nature].

5 Our primary purpose is to educate and inform parents about this alarming trend as well as to ask the industry to exercise self-restraint.

10 It is no secret that today's rock music is a very important part of adolescence and teenagers' lives. It always has been, and we don't question their right to have their own music. We think that is important. They use it to identify and give expression to their feelings, their problems, their joys, sorrows, loves, and values. It wakes them up in the morning, and it is in the background as they get dressed for school. It is played on the bus. It is listened to in the cafeteria during lunch. It is played as they do their homework. They even watch it on MTV now. It is danced to at parties, and puts them to sleep at night.

15 Because anything that we are exposed to that much has some influence on us, we believe that the music industry has a special responsibility as the message of songs goes from the suggestive to the blatantly explicit.

20 Our children are faced with so many choices today. What is available to them through the media is historically unique. The Robert Johnson study on teen environment states that young people themselves often feel that they have: One, too many choices to make; two, too few structured means for arriving at decisions; and three, too little help to get there.

We believe something can be done, and Tipper Gore will discuss the possible solution. Thank you.

Mrs. GORE. Thank you

We are asking the recording industry to voluntarily assist parents who are concerned by placing a warning label on music products inappropriate for younger children due to [inappropriate content].

25 The Parents Music Resource Center originally proposed a categorical rating system for explicit material. After many discussions with the record industry, we recognize some of the logistical and economic problems, and have adjusted our original suggestions accordingly. We now propose one generic warning label to inform consumers in the marketplace about lyric content. The labels would apply to all music.

30 We have asked the record companies to voluntarily label their own products and assume
responsibility for making those judgments. We ask the record industry to appoint a one-time panel to
recommend a uniform set of criteria which could serve as a policy guide for the individual companies.
Those individual recording companies would then in good faith agree to adhere to this standard, and
make decisions internally about which records should be labeled according to the industry criteria.

35 We have also asked that lyrics for labeled music products be available to the consumer before
purchase in the marketplace. Now, it is important to clearly state what our proposal is not.

40 A voluntary labeling is not censorship. Censorship implies restricting access or suppressing content.
This proposal does neither. Moreover, it involves no Government action. Voluntary labeling in no way
infringes upon first amendment rights. Labeling is little more than truth in packaging, by now, a time
honored principle in our free enterprise system, and without labeling, parental guidance is
virtually impossible.

Most importantly, the committee should understand the Parents Music Resource Center is not
advocating any Federal intervention or legislation whatsoever. The excesses that we are discussing were
allowed to develop in the marketplace, and we believe the solutions to these excesses should come from
the industry who has allowed them to develop and not from the Government.

45 The issue here is larger than [inappropriate lyrics]. It is one of ideas and ideal freedoms and
responsibility in our society. Clearly, there is a tension here, and in a free society there always will be. We
are simply asking that these corporate and artistic rights be exercised with responsibility, with
sensitivity, and some measure of self-restraint, especially since young minds are at stake. We are talking
about preteenagers and young teenagers having access to this material. That is our point of departure
50 and our concern.

39

Explain how the PMRC changed its “original suggestions” to the music industry in regard to record labeling. Use two details from the testimony to support your response.

GO ON

Directions

Read this testimony. Then answer questions 40 through 43.

Many musicians disagreed with the goals of the PMRC and voiced their concerns before Congress. The resulting hearings led to many memorable testimonies, such as this one by singer-songwriter John Denver.

John Denver Testimony

from Record labeling: hearing before the Committee on Commerce, Science, and Transportation,
United States Senate, Ninety-ninth Congress, first session, on contents of music and
the lyrics of records, *September 19, 1985.*

I am here to address the issue of a possible rating system in the recording industry, labeling records where excesses of [inappropriate content] are included in the lyrics.

5 These hearings have been called to determine whether or not the Government should intervene to enforce this practice. Mr. Chairman, this would approach censorship. May I be very clear that I am strongly opposed to censorship of any kind in our society or anywhere else in the world.

10 I have had . . . encounters with this sort of censorship. My song “Rocky Mountain High” was banned from many radio stations . . . This was obviously done by people who had never seen or been to the Rocky Mountains and also had never experienced the elation, celebration of life, or the joy in living that one feels when he observes something as wondrous as the Perseides meteor shower on a moonless, cloudless night, when there are so many stars that you have a shadow from the starlight, and you are out camping with your friends, your best friends, and introducing them to one of nature’s most spectacular light shows for the very first time.

Obviously, a clear case of misinterpretation. Mr. Chairman, what assurance have I that any national panel to review my music would make any better judgment? . . .

15 Discipline and self-restraint when practiced by an individual, a family, or a company is an effective way to deal with this issue. The same thing when forced on a people by their government or, worse, by a self-appointed watchdog of public morals, is suppression and will not be tolerated in a democratic society.

20 Mr. Chairman, the suppression of the people of a society begins in my mind with the censorship of the written or spoken word. It was so in Nazi Germany. It is so in many places today where those in power are afraid of the consequences of an informed and educated people.

In a mature, incredibly diverse society such as ours, the access to all perspectives of an issue becomes more and more important. Those things which in our experience are undesirable generally prove to be unfulfilling and sooner or later become boring. That process cannot and should not be stifled.

25 On the other hand, that which is denied becomes that which is most interesting. That which is hidden—excuse me. That which is denied becomes that which is most desired, and that which is hidden becomes that which is most interesting. Consequently, a great deal of time and energy is spent trying to get at what is being kept from you. Our children, our people, our society and the world cannot afford this waste.

30 It was my pleasure to meet with radio programmers and broadcasters from all over the country this past week in Dallas. They expressed their concern about this issue and the direction in which it seemed to be going. They also expressed their willingness to practice the discipline and self-restraint that I mentioned earlier, especially when they were given direction by their listeners. I believe this to be true, because they are in the business to please their listening audience.

35 I would like to acknowledge the PMRC for bringing this issue to the attention of not only our industry, but our Government and our people. It is obvious that we are dealing with a real problem which warrants our concern. I would like to point out, however, that we address ourselves not to the problem, but to the symptoms.

I suggest that explicit lyrics and graphic videos are not so far removed from what is seen on television every day and night, whether it be in the soap operas or on the news . . .

40 In my experience, sir, all over the world one of the most interesting things about the music that young people are listening to is it gives us as adults a very clear insight as to what is going on in their minds. We can know what they are thinking by listening to the music that they surround themselves with.

45 They do not see things getting better economically. They do not see things getting better for the small businessman, for the small farmer. They do not see a future for themselves. . . . We can turn this around, sir. We can address the reality of a problem and not deal with just the symptoms, and create not only a better world for our children but for ourselves and all of humanity.

40 Explain how John Denver connects his personal experience with music censorship to the possible creation of a national panel to review lyrics. Use **two** details from the testimony to support your response.

GO ON

41

What is John Denver's attitude toward camping in lines 6 through 12? Use **two** details from the testimony to support your response.

42

Describe the main disagreement between Susan Baker and John Denver. Use **two** details from the testimonies to support your response.

Planning Page

You may **PLAN** your writing for question 43 here if you wish, but do **NOT** write your final response on this page. Write your final response on pages 34 and 35.



GO ON

43

In the two testimonies, witnesses present their arguments for or against the creation of a music rating system. Evaluate the strengths and weaknesses of the arguments, assessing whether each is supported by sound reasoning and sufficient evidence. Use details from **both** testimonies to support your response.

In your response, be sure to

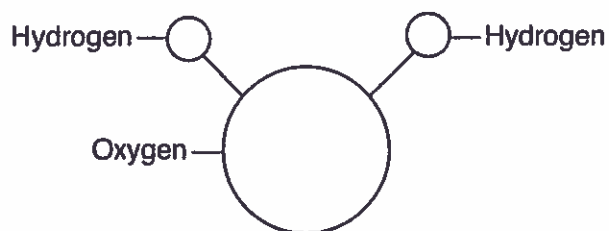
- evaluate the strengths and weaknesses of Susan Baker and Tipper Gore's argument
- evaluate the strengths and weaknesses of John Denver's argument
- assess whether each argument is supported by sound reasoning and sufficient evidence
- use details from both testimonies to support your response

Science

Note that question 31 has only three choices.

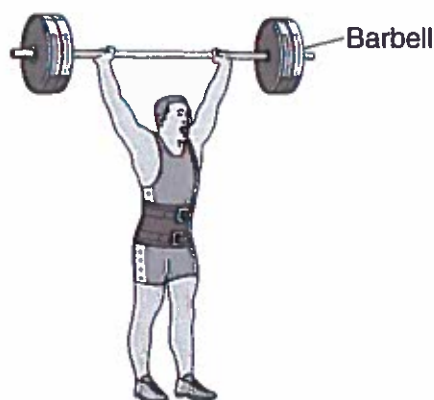
- 31 As water is heated, the motion of the water molecules will generally
- (1) decrease
 - (2) increase
 - (3) remain the same

Base your answers to questions 32 and 33 on the model of a water molecule below and on your knowledge of science.



- 32 What does this model represent?
- (1) a single atom
 - (2) a cell
 - (3) a mixture
 - (4) a compound
- 33 Hydrogen and oxygen are classified as
- (1) minerals
 - (2) elements
 - (3) organisms
 - (4) energy
-
- 34 Which form of energy is almost always produced during energy transformations?
- (1) heat
 - (2) electricity
 - (3) light
 - (4) sound
- 35 Which energy source is *nonrenewable*?
- (1) solar
 - (2) wind
 - (3) biomass
 - (4) fossil fuel
- 36 A student added some sugar to a glass of water, but it did not dissolve quickly. What could the student do to increase the rate at which the sugar dissolves in the water?
- (1) freeze the water
 - (2) heat the water
 - (3) add salt to the water
 - (4) filter the water

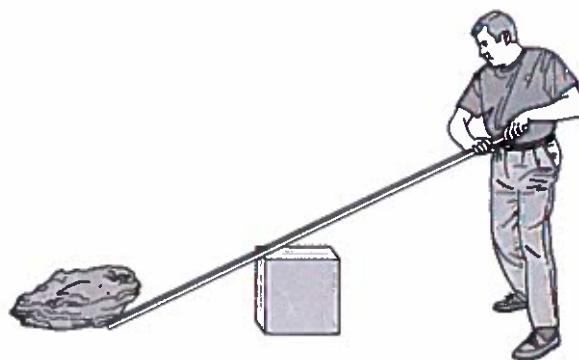
- 37 The diagram below represents a weightlifter holding a barbell above his head.



The force of gravity pulling down on the barbell is 756 newtons (N). How many newtons of force are exerted by the weightlifter to hold the barbell up?

- (1) 0 N
- (2) 378 N
- (3) 756 N
- (4) 1512 N

- 38 The diagram below represents a person using a lever.

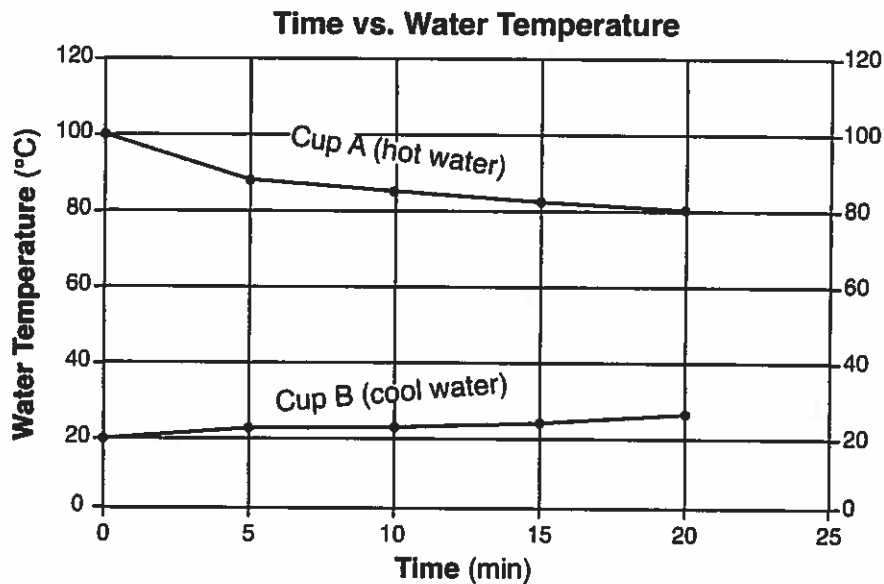
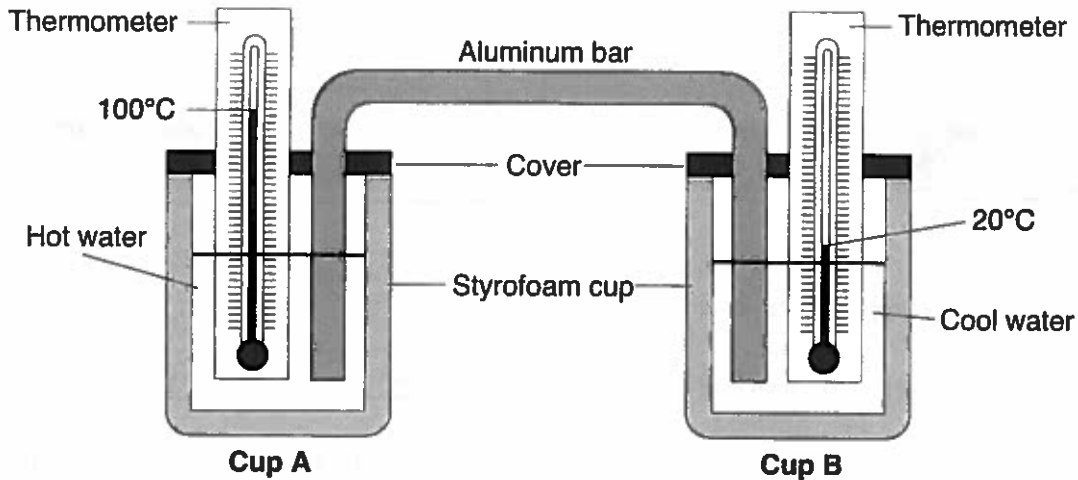


The person applies force to the lever to change the rock's

- (1) flexibility
- (2) weight
- (3) size
- (4) position

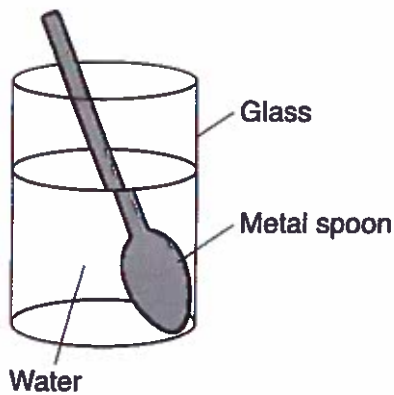
- 39 Which measurement can be used to determine if a specific place is located north or south of the equator?
- (1) elevation in kilometers
 - (2) altitude in kilometers
 - (3) longitude in degrees
 - (4) latitude in degrees

Base your answers to questions 40 and 41 on the diagram and graph below and on your knowledge of science. The diagram represents a laboratory setup used to study heat transfer. Two covered, insulated cups, A and B, are connected with an aluminum bar. Each cup contains the same amount of water, but the water has different starting temperatures. The water in cup A had a starting temperature of 100°C . The water in cup B had a starting temperature of 20°C . The graph shows the changes in the water temperatures over a 20-minute period.



- 40 If the temperature of the water in cup A continues to *decrease* as shown on the graph, what will the approximate temperature of the water in cup A be at the end of 25 minutes?
- (1) 25°C (3) 78°C
 (2) 30°C (4) 80°C
- 41 If the aluminum bar were shorter, the cool water in cup B would increase in temperature at a faster rate because
- (1) less heat would be produced by the water
 (2) less heat would be lost to the surrounding air
 (3) more heat would be produced by the water
 (4) more heat would be lost to the surrounding air

- 42 The diagram below represents a metal spoon in a glass of water.



The spoon's broken appearance is caused by light that is

- (1) reflected (3) absorbed
 (2) refracted (4) vibrated
- 43 An experiment is described below.

A large field at the base of a mountain becomes flooded when heavy rains in the mountains cause a stream to overflow. Each time the flooding occurs, more soil washes away.

The owners of the land want to perform an experiment to see if different types of plants could help reduce the soil erosion. They choose five areas of ground that are the same size, the same distance from the stream, have the same slope and the same kind of soil, and receive the same amount of sunlight. The type of plant planted in each area is different for each of the five areas. Measurements of soil erosion will be made each time flooding occurs. The results will be compared after six months.

Which hypothesis is being tested in this experiment?

- (1) Soil erosion is affected by the strength of the wind.
 (2) Flooded areas have greater soil erosion than areas that are not flooded.
 (3) Some types of plants reduce soil erosion more than others.
 (4) Some types of soil are more easily eroded.

- 44 The data table below shows the yield of vegetables in a school's garden for 3 years. The yield is the number of pounds of vegetables harvested. The same number of plants was planted each year for all five vegetables.

Data Table

Vegetable	Yield per Year (pound)		
	2004	2005	2006
acorn squash	139	143	52
beet	93	122	81
butternut squash	147	103	30
onion	143	134	83
spinach	102	137	0

What is the most likely reason for the *decrease* in the vegetable yield in 2006?

- (1) an increase in the size of the garden area
 (2) an increase in the amount of sunlight
 (3) a decrease in the rabbit population near the garden
 (4) a decrease in the average yearly rainfall

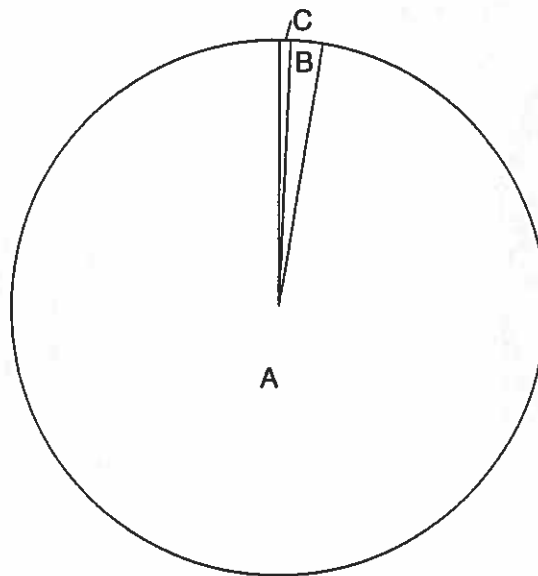
45 The data table below lists Earth's major water resources and some examples of where they are found.

Earth's Water Resources

Water Resource (example)	Percentage of Earth's Total Water
ice (glaciers and icebergs)	2.0
freshwater (groundwater, rivers, lakes)	0.6
salt water (oceans, bays, seas)	97.4

The letters A, B, and C in the graph below show the percentage of Earth's total water from each resource.

Percentage of Earth's Total Water



Which list correctly identifies A, B, and C in the graph?

(1) A: freshwater
B: salt water
C: ice

(3) A: salt water
B: freshwater
C: ice

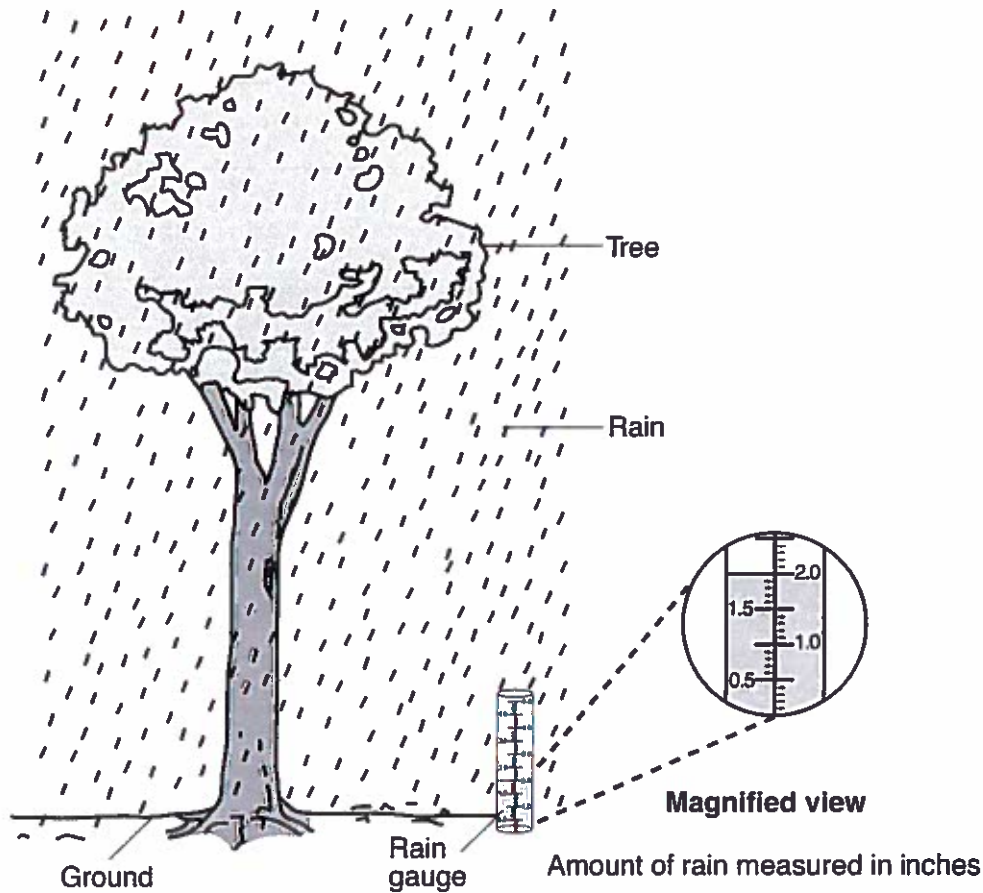
(2) A: freshwater
B: ice
C: salt water

(4) A: salt water
B: ice
C: freshwater

Part II

Directions (46–85): Record your answers in the space provided below each question.

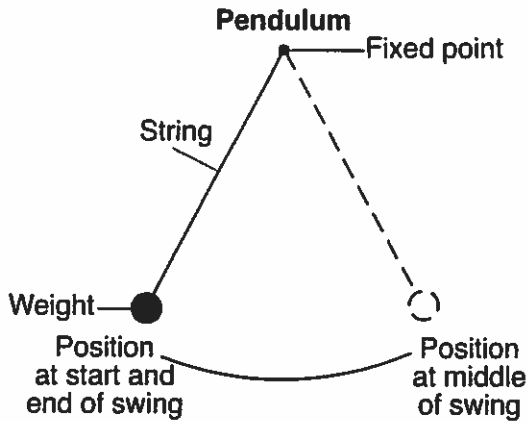
- 46 The diagram below represents a tree, rain, and a rain gauge as viewed by a student looking out of a classroom window. A magnified view of the rain gauge is shown.



In the spaces below, use the letter **O** or **I** to identify each statement made by the student as either an observation (**O**) or an inference (**I**). [1]

- ___ 1. In two more hours, a total of 3.0 inches of rain will have fallen.
- ___ 2. The rain is falling on the tree and the ground.
- ___ 3. The rain gauge shows 2.0 inches.
- ___ 4. The air temperature is above freezing.

Base your answers to questions 47 through 49 on the information below and on your knowledge of science. The diagram represents a pendulum, which is a weight attached by a string to a fixed point and allowed to swing freely back and forth. A group of students did an experiment in which they timed, in seconds (s), how long it took for the pendulum to complete one swing (back and forth) for five different string lengths. The results are shown in the data table.



Data Table

String Length (cm)	Time to Complete One Swing (s)
20	0.9
40	1.3
60	1.6
80	1.8
100	2.0

47 Identify the dependent (responding) variable measured in this experiment. [1]

48 Describe the general relationship between the length of the string and the time to complete one swing of the pendulum. [1]

49 Predict the amount of time necessary for a pendulum with a string length of 70 cm to complete one swing. [1]

_____ s
