

WINTER BREAK PACKET

Grade 8 - English



Name _____

Due Tuesday, January 9

CLA parents - Please ensure your child answers every question in this packet.

The articles reinforce skills from the first semester and also preview background for our next novel to set your child up for success.

Additionally, the essay question is required writing over break.

Name _____

Record all of your answers on this page. This is the page that will be scored for your grade.

Elie Wiesel: 1. _____ 2. _____ 3. _____ 4. _____

First They Came: 5A. _____ 5B. _____ 6. _____ & _____ 7. _____

8. _____

Who was Anne Frank? 11. _____ 12A. _____ 12B. _____

13A. _____ 13B. _____

Complaining: 14. _____ 15. _____ 16. _____ 17. _____

18. _____ 19. _____ 20. _____ 21. _____

22. _____ 23. _____

Snow: : 24. _____ 25. _____ 26. _____ 27. _____

28. _____ 29. _____ 30. _____ 31. _____

32. _____ 33. _____



Elie Wiesel, Nobel-winning author of Holocaust memoir "Night," dies at 87

By Washington Post

Holocaust survivor Elie Wiesel, the memory keeper for victims of Nazi persecution and a Nobel Prize winner, died July 2 at his home in New York. He was 87.

By the time of Wiesel's death, millions around the world had read "Night," his account of the concentration camps where he watched his father die and where his mother and younger sister were killed. He used his moral authority to force attention on cruelty around the world, and presidents invited him to the White House to discuss human rights abuses in Bosnia, Iraq and elsewhere. The chairman of the Norwegian Nobel Committee called him a "messenger to mankind."

A Moral Voice Emerges

In 1945, when he emerged, gaunt and near death, from Buchenwald concentration camp, there was little indication of the mark he would make on the world. Few Holocaust survivors spoke openly about the war, and those who did often felt ignored. Decades before a Holocaust museum stood in downtown Washington, D.C., Wiesel helped force the public to confront the Holocaust.

When the last survivor dies, so will the voice of the person who can say, "This is my story; I was there," said Holocaust scholar Deborah Lipstadt. "But in Elie Wiesel, we had that voice with a megaphone that wasn't matched by anyone else." To forget the Holocaust, he always said, would be to kill the victims a second time.

"Elie Wiesel was one of the great moral voices of our time, and in many ways, the conscience of the world," said President Barack Obama, who described Wiesel as "a dear friend." Obama accompanied Wiesel to Buchenwald where they walked among the barbed wire and guard towers of Buchenwald. "Elie spoke words I've never forgotten - 'Memory has become a sacred duty of all people of goodwill,'" Obama said.

Speaking Out Against Evil

Wiesel was in his 20s when he first wrote "Night," which at first was turned down by publisher after publisher. The volume captures all of the most important images of the Holocaust: the teeming ghettos where many struggled to believe that the worst was yet to come, the cattle cars, the crowded barracks where the prisoners lived, the smokestacks.

He said during his Nobel speech that Jewish issues were close to his heart, but other causes were just as important, he said. He spoke out on behalf of Soviet Jews, Cambodians and the Kurds, among other populations. He declared his support for the U.S. invasion of Iraq in 2003, maintaining that the United States has an obligation to become involved when evil comes to power.

A Youth Cut Short

Eliezer Wiesel was born September 30, 1928, in Sighet, a town in modern-day Romania. Wiesel grew up in a tight-knit, observantly Jewish family, the only son of a grocer, Shlomo, and his wife, Sarah. So great was the boy's religious zeal, instilled in him by his grandfather, that he wept in prayer at the synagogue. He became a rapt student of the Jewish mystics, who taught that meaning could be deciphered from numbers.

Wiesel was 15 years old when the Nazis sent him to Auschwitz where the number A-7713 was tattooed on his left arm. He said that when he turned 18, he wasn't really 18, the camps having turned him prematurely into an old man. After his liberation from Buchenwald, Wiesel found himself on a train of orphans that ended up in

France. His two older sisters had survived, and the siblings were reunited after one of the girls, also living in France, spotted her brother's face in a newspaper.

A New Home In France, Then America

"The time: After the war. The place: Paris. A young man struggles to readjust to life," said Wiesel in his Nobel lecture. "On the verge of despair. And yet he does not give up. On the contrary, he strives to find a place among the living. He acquires a new language. He makes a few friends who, like himself, believe that the memory of evil will serve as a shield against evil; that the memory of death will serve as a shield against death. This he must believe in order to go on."

In 1956, he immigrated to the United States. He became an American citizen, and first worked for a Jewish newspaper and then taught for more than 30 years at Boston University. He wrote more than 40 works of literature, including novels, plays, memoirs and essays. They were rooted in the Jewish thought he learned first from his grandfather and rabbis in Sighet. Wiesel often said that he found hope in the young, in both his students and his own child. His son Shlomo Elisha Wiesel survives him, as does his wife, the former Marion Erster Rose, a Holocaust survivor whom he married in 1969.

In his lectures, he often looked small and fragile, and would say that he hoped not to live long enough to be the last survivor because the burden would be too great. "Wise men remember best," Wiesel said in his Nobel lecture, "and yet it is surely human to forget, even to want to forget. "Only God and God alone can and must remember everything."

1. Which statement would be MOST important to include in a summary of the article?

- A. Elie Wiesel was called a "messenger to mankind" by a Nobel Committee chairman.
- B. Elie Wiesel drew attention to the Holocaust in his famous novel "Night."
- C. Elie Wiesel was born in September 1928 in modern-day Romania.
- D. Elie Wiesel immigrated to the United States in 1956 and became an American citizen.

2. Which central idea is MOST supported by the section "A New Home In France, Then America"?

- A. Wiesel worked as an advocate for persecuted populations around the world.
- B. Wiesel believed it is people's duty to remember evil so they can prevent it in the future.
- C. Wiesel was most famous for writing his novel "Night" about his experiences in the Holocaust.
- D. Wiesel struggled to find his family and recover from his experiences in the Holocaust.

3. What is the MOST likely reason why the author included the quotes about Wiesel in the first two sections of the article?

- A. to show how famous he was
- B. to illustrate his popularity
- C. to show that many people had read his book
- D. to illustrate the importance of his legacy

4. What is the most important reason why Elie Wiesel will be remembered?

- A. for winning the Nobel Prize
- B. for being freed from Buchenwald
- C. for speaking out against persecution
- D. for finding his sisters after the war

FIRST THEY CAME...

by Martin Niemöller 1950

Martin Niemöller (1892-1984) was a German anti-Nazi activist and Lutheran pastor. Niemöller initially supported Hitler, but he soon came to strongly oppose the Nazi party. From 1937-1945, Niemöller was imprisoned in two concentration camps and narrowly escaped execution. The following quotation was made by Niemöller and published in 1950. As you read, take notes on the author's use of repetition.

First they came for the Socialists, and I did not speak out
— Because I was not a Socialist.¹

Then they came for the Trade Unionists, and I did not speak out
— Because I was not a Trade Unionist.²

Then they came for the Jews, and I did not speak out
— Because I was not a Jew.

Then they came for me — and there was no one left to speak for me.

1. A socialist is a person who believes that industries should be collectively owned or controlled by the government rather than by individual people and companies.

2. A trade unionist is a person who belongs to a trade union (a group of workers who have organized in order to advocate for better wages, better hours, etc.).

5. PART A: Which of the following best describes the tone of the speaker?

- A. self-made because he owned his business and was not in a trade union
- B. regretful because he let others get arrested without speaking up for them
- C. frightened because he did not want to speak in front of other people
- D. prejudiced because he thought he was better than everyone else

PART B: Which detail from the text best supports the answer to Part A?

- A. "Then they came"
- B. "I did not speak out"
- C. "Because I was not a Jew"
- D. "for me"

6. The quotation ends with "there was no one left to speak for me." What TWO answers best explain why there is no one left?

- A. Everyone else had already been taken
- B. Socialists believe the government should not be questioned
- C. It was the author's turn to be taken
- D. No one was willing to speak out for a person who had not spoken out for them
- E. The speaker was the one doing the taking
- F. The speaker had lied about not belonging to any of the other three groups

7. How does the author's point of view contribute to the effectiveness of his statement?

- A. The author is warning other people not to remain silent in the face of injustice, like he did
- B. The author is warning his readers that they are not safe
- C. The author is condemning other people who do not speak up in the face of injustice
- D. The author is rallying other people to stand up in the face of injustice, like he did

8. How does the repetition/parallelism contribute to the development of the text's theme?

WHO WAS ANNE FRANK?

by The United States Holocaust Memorial Museum

The Holocaust was one of the greatest human tragedies the world has ever known. Approximately 11 million people were killed by Adolf Hitler and his German Nazi Party, and about 6 million of these victims were European Jews. Anne Frank was a Jewish teenage girl who hid from the German police with her family. Although she did not survive the war, millions of people have since read the diary she kept when she was in hiding. As you read, take notes on how Anne Frank's life and the lives of her family members were changed by persecution.



OVERVIEW AND BACKGROUND

Anne Frank was one of over one million Jewish children who died in the Holocaust. She was born Annelies Marie Frank on June 12, 1929, in Frankfurt, Germany, to Otto and Edith Frank.

For the first 5 years of her life, Anne lived with her parents and older sister, Margot, in an apartment on the outskirts of Frankfurt. After the Nazi¹ seizure of power in 1933, Otto Frank fled to Amsterdam in the Netherlands, where he had business connections. The rest of the Frank family followed Otto, with Anne being the last of the family to arrive in February 1934 after staying with her grandparents in Aachen.²

The Germans occupied³ Amsterdam in May 1940. In July 1942, German authorities and their Dutch collaborators began to concentrate⁴ Jews from throughout the Netherlands at Westerbork, a transit camp near the Dutch town of Assen, not far from the German border. From Westerbork, German officials deported the Jews to Auschwitz-Birkenau and Sobibor killing centers in German-occupied Poland.

IN HIDING

During the first half of July, Anne and her family went into hiding in an apartment, which would eventually hide four Dutch Jews as well—Hermann, Auguste, and Peter van Pels, and Fritz Pfeffer. For two years, they lived in a secret attic apartment behind the office of the family-owned business at 263 Prinsengracht Street, which Anne referred to in her diary as the Secret Annex. Otto Frank's friends and colleagues, Johannes Kleiman, Victor Kugler, Jan Gies, and Miep Gies, had previously helped to prepare the hiding place and smuggled food and clothing to the Franks at great risk to their own lives. On August 4, 1944, the Gestapo (German Secret State Police) discovered the hiding place after being tipped off by an anonymous Dutch caller.

ARREST AND DEPORTATION

That same day, Gestapo official SS⁵ Sergeant Karl Silberbauer and two Dutch police collaborators arrested the Franks; the Gestapo sent them to Westerbork on August 8. One month later, in September 1944, SS and police authorities placed the Franks, and the four others hiding with the Franks, on a train transport from Westerbork to Auschwitz, a concentration camp complex in German-occupied Poland. Selected for labor due to their youth, Anne and her sister, Margot, were transferred to the Bergen-Belsen concentration camp near Celle, in northern Germany in late October 1944.

Both sisters died of typhus⁶ in March 1945, just a few weeks before British troops liberated⁷ Bergen-Belsen on April 15, 1945. SS officials also selected Anne's parents for labor. Anne's mother, Edith, died in Auschwitz in early January 1945. Only Anne's father, Otto, survived the war. Soviet forces liberated Otto at Auschwitz on January 27, 1945.

WHAT WAS ANNE FRANK'S TATTOO ID NUMBER?

On September 3, 1944, Anne, along with her mother, Edith, her sister, Margot, and her father, Otto, boarded the last transport from Westerbork to Auschwitz-Birkenau. The transport arrived in Auschwitz on September 5, 1944 with 1,019 Jews on board. Men and women were separated. The women selected from this transport, including Anne, Edith, and Margot, were marked with numbers between A-25060 and A-25271. Records indicating their exact numbers have not been preserved. Approximately eight weeks later, in late October 1944, Anne and Margot were transferred from Auschwitz-Birkenau to Bergen-Belsen, where they both died sometime in March 1945. Though Anne's death certificate documents her movement between camps, it, too, does not include her tattoo ID number.

DIARY

While in hiding, Anne kept a diary in which she recorded her fears, hopes, and experiences. Found in the secret apartment after the family was arrested, the diary was kept for Anne by Miep Gies, one of the people who had helped hide the Franks. It was published after the war in many languages and is used in thousands of middle school and high school curricula in Europe and the Americas. Anne Frank has become a symbol for the lost promise of the children who died in the Holocaust.

Notes:

- 1 A Nazi was a member of the German political party led by Adolf Hitler. The Nazi party controlled Germany from 1941 to 1945. They were also responsible for the Holocaust, the targeting and mass murdering of over 6 Million European Jews.
- 2 Aachen is the westernmost city of Germany, near the borders with Belgium and the Netherlands.
- 3 Here, "occupied" means to take over a place through military invasion.
- 4 Concentrate (verb): gather a larger number of people or things together
- 5 The SS, also known as the Schutzstaffel, was an organization that operated under Adolf Hitler and the Nazi party.
- 6 Typhus is a disease transmitted by small insects to people and animals, causing high fever, headache and a rash.
- 7 Liberate (verb): to free or to be freed

9. Which of the following is NOT a reason why Anne Frank's family was in danger?

- A. The Nazis were killing Jewish people in concentration camps.
- B. The Nazis took over Amsterdam after the Frank family moved there.
- C. Otto Frank had business connections in Amsterdam, in the Netherlands.
- D. Anne Frank's family was forced to hide from the Gestapo.

10. What happened to the Frank family after they were captured by the Gestapo?

- A. The family was split up, sent to labor camps, and everyone died except for Otto Frank.
- B. The family was sent to the same labor camp in Auschwitz and they all died from typhus.
- C. The family was saved by British troops and liberated by the Soviet Union.
- D. Both Anne and Margot died of typhus, but both of their parents survived.

11. Why is Anne Frank remembered and studied in schools in Europe and the Americas?

- A. Her tattoo ID number was never found after the Holocaust.
- B. She helped 1,019 Jews escape from the Gestapo in Aushwitz.
- C. Her family was able to hide from the Gestapo in a secret apartment
- D. Her diary is a firsthand account of a child who experienced the Holocaust.

12. PART A: Which phrase best identifies the central idea of this text?

- A. Without the help of family, Anne Frank did not have any chance of surviving the Holocaust.
- B. Anne Frank was one of many victims of the Holocaust, but her story lives on because of her diary and the people that helped to preserve her story.
- C. We know about the horrors of the Holocaust because Jewish children like Anne Frank wrote about their experiences.
- D. Anne Frank displayed tremendous optimism in the face of danger and she was a great inspiration to Miep Gies.

PART B: Which quote from the text best supports the answer to Part A?

- A. "The rest of the Frank family followed Otto, with Anne being the last of the family to arrive" (Paragraph 2)
- B. "Miep Gies, had previously helped to prepare the hiding place and smuggled food and clothing to the Franks" (Paragraph 4)
- C. "Anne Frank has become a symbol for the lost promise of the children who died in the Holocaust." (Paragraph 8)
- D. "While in hiding, Anne kept a diary in which she recorded her fears, hopes, and experiences." (Paragraph 8)

13. PART A: What does the phrase "transit camp" most closely mean as it is used in paragraph 3?

- A. a location where Jews could reunite with their family members
- B. a place where Jews hid until the Holocaust was over
- C. a final destination Jews were sent to after being arrested
- D. a waiting area for Jews before they were moved to a different area

PART B: Which selection from the text best supports the answer to Part A?

- A. "From Westerbork, German officials deported the Jews" (Paragraph 3)
- B. "Auschwitz-Birkenau and Sobibor killing centers" (Paragraph 3)
- C. "German authorities and their Dutch collaborators began to concentrate Jews" (Paragraph 3)
- D. "Anne and her family went into hiding" (Paragraph 4)

Read a chapter from Maya Angelou's autobiography, *Wouldn't Take Nothing For My Journey Now*, which describes events from the author's childhood. Answer the questions that follow.

Complaining

by Maya Angelou



1 When my grandmother was raising me in Stamps, Arkansas, she had a particular routine when people who were known to be whiners entered her store. Whenever she saw a known complainer coming, she would call me from whatever I was doing and say conspiratorially, "Sister, come inside. Come." Of course I would obey.

2 My grandmother would ask the customer, "How are you doing today, Brother Thomas?" And the person would reply, "Not so good." There would be a distinct whine in the voice. "Not so good today, Sister Henderson. You see, it's this summer. It's this summer heat. I just hate it. Oh, I hate it so much. It just frazzles me up and frazzles me down. I just hate the heat. It's almost killing me." then my grandmother would stand stoically, her arms folded, and mumble, "Uh-huh, uh-huh." And she would cut her eyes at me to make certain that I had heard the lamentation.

3 At another time a whiner would mewl, "I hate plowing. at packed- down dirt ain't got no reasoning, and mules ain't got good sense. ... Sure ain't. It's killing me. I can't never seem to get done. My feet and hands stay sore, and I get dirt in my eyes and up my nose. I just can't stand it." And my grandmother, again stoically with her arms folded, would say, "Uh-huh, uh- huh," and then look at me and nod.

4 As soon as the complainer was out of the store, my grandmother would call me to stand in front of her. And then she would say the same thing she had said at least a thousand times, it seemed to me. "Sister, did you hear what Brother So-and-So or Sister Much to Do complained about? You heard that?" And I would nod. Mamma would continue, "Sister, there are people who went to sleep all over the world last night, poor and rich and white and black, but never wake again. Sister, those who expected to rise did not, their beds became their cooling boards, and their blankets became their winding sheets. And those dead folks would give anything, anything at all for just five minutes of this weather or ten minutes of that plowing that person was grumbling about. So you watch yourself about complaining, Sister. What you're supposed to do when you don't like a thing is change it. If you can't change it, change the way you think about it. Don't complain."

5 It is said that persons have few teachable moments in their lives. Mamma seemed to have caught me at each one I had between the age of three and thirteen. Whining is not only graceless, but can be dangerous. It can alert a brute that a victim is in the neighborhood.

Maya Angelou (1928-) is not only a successful writer but also an important figure in the Civil Rights Movement.

Her childhood, adolescence, and early adulthood were all difficult. She was abused at age eight, after which she didn't speak to anyone except her brother for four years. In order to scrape together a living as a young mother, Angelou took on a number of odd jobs, including waitressing, acting, singing, and dancing, all the while writing lyrics and poems.

In the 1950s, she moved to New York, where she connected with other black artists and got involved with the Civil Rights Movement. After the assassinations of both Malcolm X and Martin Luther King, both of whom she was close with, she began writing in earnest.

Her memoir and most famous book, *I Know Why the Caged Bird Sings*, was published in 1970. From there, her fame as a writer grew enormously. At President Clinton's request, she composed a poem for his presidential inauguration.

14. In paragraph 1, the word “conspiratorially” is used to describe

- A. the known complainer.
- B. the narrator’s behavior.
- C. the way the grandmother spoke.
- D. the grandmother’s sister.

15. According to the passage which of the following is an example of a “known complainer”?

- A. Mamma
- B. Brother Thomas
- C. kids aged 3-13
- D. Sister Henderson

16. How did the grandmother treat known complainers who came into her store?

- A. She would listen to what they had to say.
- B. She would ignore them.
- C. She would kick them out of the store.
- D. She would confront them about their complaining.

17. What’s the first clue that the grandmother wanted the narrator to learn a lesson about complaining?

- A. She compared complaining to being dead.
- B. She would call her into the store when she saw a complainer coming.
- C. She said “Don’t complain.”
- D. She said whining is graceless and dangerous.

18. How did the narrator’s grandmother feel about people like Brother Thomas?

- A. disapproving
- B. sympathetic
- C. stoic
- D. puzzled

19. In paragraph 4, the references to “cooling boards” and “winding sheets” are the grandmother’s way of saying that the people she is talking about are

- A. waiting.
- B. frazzled.
- C. sleeping.
- D. dead.

20. What does the grandmother believe the author should do when she doesn’t like something?

- A. complain about it
- B. change it
- C. find others who feel the same way
- D. talk to someone about it

21. The last paragraph gives this warning: “Whining is not only graceless, but can be dangerous.” What does the author mean by this?

- A. Complaining can cause people who might otherwise like you to avoid you.
- B. If you complain too much, you will not get much done.
- C. Complaining suggests weakness, so people might mistreat you.
- D. If you complain too much, you will not live very long.

22. What is the author’s attitude toward her grandmother and the lesson about complaining?

- A. disrespectful
- B. appreciative
- C. resentful
- D. cautionary

23. What is the author’s purpose in writing this passage?

- A. to show how her grandmother taught her a valuable lesson
- B. to warn kids about the dangers of complaining
- C. to show how her grandmother disliked complainers
- D. to describe what it was like to work in her grandmother’s store

This excerpt from Julia Alvarez’s autobiographical narrative invites readers into the world of eleven-year-old Yolanda, whose family immigrated to the United States during the 1960s.

Snow

from the novel *How the Garcia Girls Lost Their Accents* by Julia Alvarez

1 Our first year in New York we rented a small apartment with a Catholic school nearby, taught by the Sisters of Charity, hefty women in long black gowns and bonnets that made them look peculiar, like dolls in mourning. I liked them a lot, especially my grandmotherly fourth grade teacher, Sister Zoe. I had a lovely name, she said, and she had me teach the whole class how to pronounce it. Yo-lan-da. As the only immigrant in my class, I was put in a special seat in the first row by the window, apart from the other children so that Sister Zoe could tutor me without disturbing them. Slowly, she enunciated¹ the new words I was to repeat: *laundromat, corn flakes, subway, snow*.

2 Soon I picked up enough English to understand holocaust² was in the air. Sister Zoe explained to a wide-eyed classroom what was happening in Cuba. Russian missiles were being assembled, trained supposedly on New York City. President Kennedy, looking worried too, was on the television at home, explaining we might have to go to war against the Communists. At school, we had air-raid drills: an ominous bell would go off and we’d file into the hall, fall to the floor, cover our heads with our coats, and imagine our hair falling out, the bones in our arms going soft. At home, Mami and my sisters and I said a rosary³ for world peace. I heard new vocabulary: *nuclear bomb, radioactive fallout, bomb shelter*. Sister Zoe explained how it would happen. She drew a picture of a mushroom on the blackboard and dotted a flurry of chalkmarks for the dusty fallout⁴ that would kill us all.

3 The months grew cold, November, December. It was dark when I got up in the morning, frosty when I followed my breath to school. One morning as I sat at my desk daydreaming out the window, I saw dots in the air like the ones Sister Zoe had drawn—random⁵ at first, then lots and lots. I shrieked, “Bomb! Bomb!” Sister Zoe jerked around, her full black skirt ballooning as she hurried to my side. A few girls began to cry.

4 But then Sister Zoe’s shocked look faded. “Why, Yolanda dear, that’s snow!” She laughed. “Snow.”

5 “Snow,” I repeated. I looked out the window warily⁶. All my life I had heard about the white crystals that fell out of American skies in the winter. From my desk I watched the fine powder dust the sidewalk and parked cars below. Each flake was different, Sister Zoe had said, like a person, irreplaceable and beautiful.

1 enunciate: to pronounce; articulate

2 holocaust: great destruction resulting in the extensive loss of life, especially by fire

3 rosary: A set of beads used by Catholics to indicate a set of prayers. Each bead represents a prayer.

4 fallout: the radioactive particles resulting from a nuclear explosion

5 random: having no specific pattern, purpose, or objective

6 warily: on guard, watchful, cautious

Spotlight On: Julia Alvarez

Julia Alvarez spent the early years of her life in the Dominican Republic until an unsafe political climate forced her family to flee to New York.

While she had heard many wonderful things about the United States, she experienced much homesickness, prejudice, and isolation soon after arriving in the new country. Reading became her escape: she soon immersed herself in books and later began to write.

She went on to become a famous writer and scholar who continues to devote her stories to the challenges people face when they are torn between countries and cultures.

24. In the opening sentence, to whom is the narrator referring when she says “Our”?

- A. herself and her classmates
- B. herself and her teacher
- C. herself and her family
- D. herself and the Sisters of Charity

25. According to the passage, this scene takes place when Yolanda is in

- A. kindergarten.
- B. first grade.
- C. fourth grade.
- D. sixth grade.

26. In paragraphs 1 and 2, words in italics indicate

- A. new vocabulary Yolanda was trying to learn in English.
- B. words in a song Yolanda was singing.
- C. words in the rosary.
- D. words Yolanda’s mother couldn’t pronounce.

27. During an air-raid drill, Yolanda and her classmates imagined

- A. that the school burned down.
- B. they got a snow day.
- C. the bones in their arms became soft.
- D. saying the rosary.

28. Which of the following happened last?

- A. Sister Zoe explained that Russian missiles were aimed at New York City
- B. President Kennedy explained that the U.S. might have to go to war with the Communists
- C. Yolanda and her family prayed for world peace
- D. there were air-raid drills at school

29. Words that are closest in meaning to “ominous” include:

- A. fearful, foreboding, threatening
- B. loud, disruptive, piercing
- C. high-pitched, harmonious, melodic
- D. enormous, grandeur, distinction

30. What causes Yolanda to scream suddenly?

- A. seeing what she thought was radioactive fallout
- B. touching bits and pieces of a mushroom
- C. hearing a nuclear bomb
- D. seeing a flurry of chalkmarks

31. Yolanda most likely came from a country

- A. where the kids did not go to school.
- B. where there had been a nuclear war.
- C. where the climate was tropical.
- D. where it sometimes snowed.

32. At the end of the passage, Sister Zoe describes snowflakes for Yolanda. What deeper message is she trying to convey by describing snow in this manner?

- A. that Yolanda needed to get used to the idea of living in America
- B. that Yolanda is also beautiful and irreplaceable
- C. that Yolanda is melodramatic
- D. that Yolanda is a very funny student

33. What is the author’s main purpose in writing this passage?

- A. to help the reader appreciate life from someone else’s perspective
- B. to caution the reader about the dangers of nuclear war
- C. to portray life in the Catholic schools of New York City
- D. to show the reader how hard it is to learn another language