Winter Break Packet

Grade 6 - English

Name ____________________________________

Due Tuesday, January 7

CL parents - Please ensure your child answers every question in this packet and records answers on the answer page. The articles reinforce other content areas and also preview background for our next novel to set your child up for success. Additionally, all scholars should read for at least 20 minutes each day of break and answer a question about their reading on the reading log. Thank you for your support!
Record all of your answers on this page. This is the page that will be scored for your grade.

Passage 1: Toy stores are crowded
1. _______ 2. _______ 3. _______ 4. _______

Passage 2: The science of snowflakes
5. _______ 6. _______ 7. _______

Passage 3: Globalization
8. _______ 9. _______ 10. _______ 11. _______
12. _______ 13. _______ 14. _______ 15. _______
16. _______ 17. _______

Passage 4: How to Survive a Blizzard:
18. _______ 19. _______ 20. _______ 21. _______ 22. _______
23. _______ 24. _______ 25. _______ 26. _______ 27. _______

Passage 5: Millions of Mummies
28. _______ 29. _______ 30. _______
31. _______ 32. _______ 33. _______
34. _______ 35. _______
36. _______ 37. _______

Passage 6: Middle school students work to make their lunchrooms friendlier places
38. _______ 39. _______ 40. _______

Passage 7: Opinion: The athlete as agent of change
41. _______ 42. _______ 43. _______ 44. _______

Passage 8: Essay: Why sports history is American history
45. _______ 46. _______ 47. _______ 48. _______
## Question Bank

1. If the main character went to this school, would you be friends? Why or why not?
2. Could what you read actually happen in real life? How do you know?
3. Describe the conflict in your reading.
4. If you could change one thing about what you read today, what would it be? Why?
5. Does this book remind you of a movie or television show?
6. Have you read a similar book? How is it similar?
7. What was the purpose of what you read today?
8. Based on today’s reading, to whom would you recommend this book? Why?
9. Do you like the way this author writes? What do or don’t you like?
10. If you could interview the author, what would you want to know?
11. What part of today’s reading was the most memorable to you? Why?
13. What techniques does the author use to tell the story?
14. Summarize today’s reading in no more than two sentences.
15. Write a prediction about tomorrow’s reading.
16. If you did number 15 yesterday, was your prediction correct? Explain.

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Passage 1: Toy stores are crowded with shoppers, making toy companies very happy

By Associated Press

NEW YORK, N.Y. — This year, sales of toys were huge. That is good news in the toy business. For the past several years, toy sales have been low. These days, toys are not the only thing kids beg their parents to buy. Many kids know more about video games than Barbie and stuffed bears. With so much new technology, it has been hard for toymakers to keep up. In 2015, though, they are expecting to have a strong year.

Ready, Set, Shop!

The NPD Group is a company that studies the toy business. NPD said toy sales this year are expected to see the biggest increase in at least 10 years. That is including the final three months of the year, when people are buying gifts for the holidays. Sales in October, November and December will probably reach $9.6 million. Toy sales will get a bigger holiday bump this year than they did in 2014.

What is pushing toy sales higher? Experts say there are at least three reasons why toy sales are increasing. Toys based on Hollywood movies are becoming more and more popular. At the same time, new technology is making toys more advanced. Finally, toy companies are having more success reaching out to older kids.

We Like To Buy Movie Stuff

Successful movies have helped companies sell huge numbers of toys. For example, the movie "Frozen," which came out in 2014, was an enormous success. "Frozen" tells the story of a princess with icy powers. Toys linked with the movie were very popular. In fact, "Frozen" was the top toy brand last year, NPD said.

Movie-based toys look like they will be popular again this year. The new "Star Wars" movie comes out on December 18. Hundreds of "Star Wars" toys, from puzzles to action figures, are already on sale. "Star Wars" might help toy companies have a big year in 2015.

Business expert Marty Brochstein says that one "Star Wars" toy is already selling out. The "Kylo Ren" Deluxe Lightsaber is flying off shelves. It uses advanced technology to help kids imagine it is just like the light sabers used in the movies.

David Brandon is the head of the toy store Toys R Us. He says that the store hopes "Star Wars" will help them to sell more toys. "It will be very interesting to see at the end of the holiday season where the growth comes from. And how much growth there is," Brandon says.

Toy Companies Are Using More Technology

Another reason that toy sales are rising has to do with technology. Toymakers have begun using fancier technology in the toys they build. That means toys are becoming more advanced.

Jim Silver works for a company that reviews toys called TTPM. He said that technology is making toys more appealing to young children and teens. For example, toys are becoming more life-like. One toy on sale this year
is a unicorn called StarLily My Magical Unicorn. It can make more than 100 sounds and motions. Kids can interact with it as if it were alive.

Mattel, the nation's largest toy company, is also hoping technology will help sales. Geoff Walker works at Mattel. He said that toy technology can get kids' attention. That is harder to do these days. "You want to make sure that you give them enough that they're going to want to walk away from their iPads and phones," he said. Mattel's new Barbie doll can have a two-way conversation with girls. Another popular toy is "Smart Bear," a talking teddy bear that helps kids learn.

Toys That Attract Attention

As toy technology improves, toys are starting to appeal to older kids, too. Toy sales to tweens and preteens who are 8 to 12 years old are driving up toy sales. But toy companies first have to get their attention.

As toys become more technologically advanced, they are appealing to older audiences. For example, a toy called Meccano Meccanoid G15 allows kids to build their own 4-foot-tall robot, a machine that can walk and talk. It has more than 1,200 parts and tons of computer memory.

1. Based on information in the article, which of these statements is TRUE?
   A. Movie companies are now manufacturing toys.
   B. Sales of toys are increasing because of the use of technology.
   C. Toy companies cannot afford to include technology in their products.
   D. Many toy companies are working to create their own version of the iPad.

2. Which excerpt from the article shows a problem for the toy companies?
   A. Many kids know more about video games than Barbie and stuffed bears. With so much new technology, it has been hard for toymakers to keep up.
   B. Successful movies have helped companies sell huge numbers of toys. For example, the movie "Frozen," which came out in 2014, was an enormous success.
   C. Toymakers have begun using fancier technology in the toys they build. That means toys are becoming more advanced.
   D. As toy technology improves, toys are starting to appeal to older kids, too. Toy sales to tweens and preteens who are 8 to 12 years old are driving up toy sales.

3. Which of the following gives TWO MAIN ideas from the article? (select just one answer)
   A. Toy companies are creating new toys that use technology, which has led to toy sales increasing this year.
   B. Sales of toys are going to increase this year, but toy companies are still unsure of how to attract teen customers.
   C. Children are more interested in smart phones than toys, so toy companies are trying to create toys that look like phones.
   D. Toys that are based on movies are popular with children, so toy companies are making deals with movie companies.

4. What is the MAIN purpose of the section "We Like To Buy Movie Stuff"?
   A. to point out which movies have been made into toys
   B. to explain why toy companies make products based on movies
   C. to show how movie companies pay to have toys made for them
   D. to reveal what movies are going to have toys developed for them
Passage 2: The science of snowflakes
By NASA.gov and NOAA.gov

They say no two snowflakes are the same. That may be true, but even though every snowflake is different, they share some important similarities. Look at the snowflakes in the image to the right.

Do you see a pattern? It may not be immediately clear, but snowflakes all have a similar, symmetrical shape. The fancy way to say this is that they all have “six-fold radial symmetry.” Symmetry is when a shape or object looks the same after you flip, slide, or turn it. If you draw six evenly spaced lines out from the center of a snowflake, you will notice that the shape on that line is repeated on the five other lines.

Why do snowflakes have this pattern? And if they all have such a similar pattern, why is it impossible for two snowflakes to be exactly the same? To answer both questions, you have to know how a snowflake forms.

The Birth Of A Snowflake

Snow is not simply a frozen drop of water that falls to the ground. Snowflakes get their unique shapes by forming slowly. They grow inside of clouds. The birth of a snowflake begins with water vapor traveling through cold air. When a bit of water vapor comes into contact with a tiny particle or bit of floating dust it coats the particle. It then begins to condense, or change from a gas to a solid. Put another way, the water vapor turns to ice and freezes onto the particle. The result is a tiny ice crystal.

Soon, more water vapor sticks to the new ice crystal. More ice crystals form and join together to form a new, larger ice crystal. That ice crystal continues to grow and change its shape, and in time a snowflake is born. The shape of a snowflake reflects the shape of the molecules that make up water. A molecule is the smallest part of any substance that still has the properties of that substance. For example, a molecule of water is the smallest bit of water you could have. The molecules of different substances have different shapes. Because water molecules are six-sided, the crystals that make up snowflakes are six-sided, as well.

As ice crystals form they develop "facets." A facet is a flat face on a three-dimensional shape. Think, for example, of one of the surfaces of a diamond. Snowflake facets are always six-sided, and it is facets that give snowflakes their symmetry. As snowflakes form, they usually develop arms that shoot out from the center in a symmetrical way. Snowflakes always have six arms, each of which looks exactly the same as the others. However, the shape of these arms varies greatly from snowflake to snowflake. As snowflakes grow, they can branch out in different directions. This branching happens because water vapor will condense on the first thing it touches. If there is a small bump on a flake’s surface, the vapor will condense there instead of traveling any further. Now the bump is bigger and even more likely to "catch" water vapor at that point. The process repeats itself and a branch is formed!

How It Takes Shape

Tiny changes in temperature and in the amount of water in the air change the way that a snowflake takes shape. The temperature at which a crystal forms is what determines its general shape. That's why we see long, needle-like crystals at 23 degrees Fahrenheit, and very flat, plate-like crystals at 5 degrees Fahrenheit.
Imagine a growing snowflake in a cloud. As the snowflake blows back and forth, it experiences all sorts of changing conditions. There are different temperatures and moisture levels in different parts of the cloud. The order in which it experiences those changes and how long each set of conditions lasts determines its final shape and pattern.

The complicated shape of a single arm of the snowflake is determined by the atmospheric conditions experienced by the entire ice crystal as it falls. A crystal might begin to grow arms in one manner. Then, minutes or even seconds later, slight changes in the surrounding temperature or moisture level cause the crystal to grow in another way. Although the six-sided shape is always maintained, the ice crystal may branch off in new directions. Since each arm of the snowflake experiences the same conditions, they look identical. How likely would it be for two snowflakes to experience the exact same conditions all the way down to the microscopic level? Astronomically unlikely! That's why you'll never find two truly identical snowflakes.

**Summing It Up**

A snowflake begins to form when an extremely cold water droplet freezes onto a pollen or dust particle in the sky. This creates an ice crystal. As the ice crystal falls to the ground, water vapor freezes onto the primary crystal, building new crystals – the six arms of the snowflake. The ice crystals that make up snowflakes are symmetrical because they reflect the internal order of the crystal’s water molecules as they arrange themselves to form a six-sided snowflake. Individual snowflakes all follow slightly different paths from the sky to the ground and, as a result, they encounter slightly different conditions along the way. Therefore, they all tend to look unique.

5. In the opening paragraphs, the author........
   A. uses visual imagery to illustrate the questions that will be answered about snowflakes.
   B. reminds the reader what it was like to look closely at and try to catch snowflakes as a child.
   C. explains the reasons for the symmetrical six-sided shape of all snowflakes.
   D. describes weather conditions that contribute to the formation of snowflake shapes.

6. Which of the following sentences provides the answer to the following question from the introduction [paragraphs 1-3]?
   And if they all have such a similar pattern, why is it impossible for two snowflakes to be exactly the same?
   A. That's why we see long, needle-like crystals at 23 degrees Fahrenheit, and very flat, plate-like crystals at 5 degrees Fahrenheit.
   B. The complicated shape of a single arm of the snowflake is determined by the atmospheric conditions experienced by the entire ice crystal as it falls.
   C. As the ice crystal falls to the ground, water vapor freezes onto the primary crystal, building new crystals – the six arms of the snowflake.
   D. Individual snowflakes all follow slightly different paths from the sky to the ground and, as a result, they encounter slightly different conditions along the way.

7. Look at the image of the nine snowflakes near the top of the article and the graphic in the middle of the article. Which idea from the article do BOTH images show?
   A. Water droplets form snowflakes by freezing onto pollen or dust.
   B. Atmospheric conditions can cause ice crystals to branch in changing directions.
   C. A facet is a flat face on a three-dimensional shape.
   D. Snowflakes all have six symmetrical sides but come in different forms and sizes.
Passage 3: Globalization

1 Americans buy goods from all over the world because of globalization. It means the development of a global, or worldwide, society. In a global society, people, money, information, and goods flow fairly freely across national borders.

2 Globalization affects every country in the world. But no region is more involved than Asia. Countries such as China, South Korea, and Japan have played a major role in the global spread of manufacturing and trade. Asian countries are key players in the global economy.

The Growth of Globalization

3 Globalization is the result of several factors. Advances in communication and transportation have played a big part. Another major factor is the movement toward free trade. Free trade is the flow of goods and services across national borders, with few controls by governments.

4 Support for free trade has grown over the past 60 years. In 1947, the United States and 22 other countries signed the General Agreement on Tariffs and Trade (GATT). They agreed to reduce tariffs and other barriers to trade. A tariff is a tax on goods imported from another country. This agreement led to the creation of the World Trade Organization (WTO). The WTO also works to reduce trade barriers. By 2005 the WTO had 148 member countries.

5 Globalization has also been helped by the rise of multinational corporations. These are large firms that operate in more than one country. They are key actors in the global economy. They produce and sell goods and services around the world.

6 Globalization has brought economic growth to many developing countries. This has meant jobs for millions of people. It has also increased economic interdependence among countries. Interdependent countries rely on one another for resources, technology, and trade.

7 Trade between China and the United States is a good example of economic interdependence. Factories in China make all kinds of goods for export to the United States. When the U.S. economy is booming, Americans have plenty of money to spend on Chinese products. When the economy is not doing so well, Americans spend less on goods. So the jobs of many factory workers in China depend on the economic health of the United States.

Athletic Shoe Production: Sneaking Away from the U.S.

8 The history of sneaker production shows globalization at work. For years, the sneakers that Americans wore were made in the United States. Over time, however, most companies moved their production to Asia. By doing so, they were able to spend less on labor and materials. This made it possible to sell sneakers for less and still make a profit.

9 Look at your own shoes. The label probably says “Made in China” or another Asian country. This is true even for famous American sneakers: the Converse Chuck Taylor All Star. This shoe’s label used to read “Made in U.S.A.” But now they, too, are made in Asia.

8. “Economic Interdependence” among countries can best be described as:
   A. a multinational corporation
   B. economic growth
   C. countries relying on one another for resources
   D. international money
9. According to the article, which of the following factors helped globalization grow?
   A. Concern over the environment
   B. Economic interdependence
   C. Higher tariffs
   D. The rise of multinational companies

10. Which of the following sentences best states the main point of paragraph 4?
   A. The United States is a big country
   B. The WTO is influential around the world
   C. Twenty-two countries signed the GATT
   D. From 1947 to 2005, many more countries supported lowering tariffs

11. Read the sentence from paragraph 2 below:
   Asian countries are key players in the global economy.
   In the sentence above, what does the word “key” most likely mean?
   A. Significant or important
   B. A small metal object used to open locks
   C. A button on a computer keyboard
   D. Mysterious or unknown

12. According to the passage, which of the following happened first?
   A. The WTO was created
   B. Twenty-two countries reduced taxes on goods imported from another country
   C. The WTO membership grew to 148 countries
   D. The Olympics were held in China

13. Which of the following is NOT an example of globalization?
   A. A factory is built in Columbia to produce coffee that is sent to Europe
   B. An American design company creates a jacket to be manufactured in Africa
   C. A car is made in Michigan and bought by a family in California
   D. Leather from Venezuela is sent to South Korean shoe companies

14. The purpose of paragraph 6 is to:
   A. explain the author’s purpose
   B. give an example of globalization
   C. give an example of a tariff
   D. explain how some countries have benefited from globalization

15. Read the sentence from paragraph 7 below:
   Factories in China make all kinds of goods for export to the United States.
   In the sentence above, the word “goods” most nearly means
   A. items produced for trade with other countries
   B. the way China treats the United States
   C. acts of kindness
   D. economic interdependence

16. Which of the following continents has the most multinational corporations?
   A. Asia
   B. Europe
   C. North America
   D. Antarctica

17. The example of the “Converse Chuck Taylor All Star” sneaker supports which of the following ideas?
   A. How shoes are made
   B. Globalization at work
   C. Shoes made in the USA are the best
   D. A celebrity can help sell shoes around the world
Read the passage to find out how Kenny gets tricked by his older brother, Byron.

Passage 4: How to Survive a Blizzard by Christopher Paul Curtis

1 Dad went out to try and get the Brown Bomber started. That was what we called our car. It was a 1948 Plymouth that was dull brown and real big, Byron said it was turd brown. Uncle Bud gave it to Dad when it was thirteen years old and we’d had it for two years. Me and Dad took real good care of it but some of the time it didn’t like to start up in the winter.
2 After five minutes Dad came back in huffing and puffing and slapping his arms across his chest.
3 “Well, it was touch and go for a while, but the Great Brown One pulled through again!” Every- one cheered, but me and Byron quit cheering and started frowning right away. By the way Dad smiled at us we knew what was coming next. Dad pulled two ice scrapers out of his pocket and said, “O.K., boys, let’s get out there and knock those windows out.”
4 We moaned and groaned and put some more coats on and went out- side to scrape the car’s windows. I could tell by the way he was pouting that Byron was going to try and get out of doing his share of the work.
5 “I’m not going to do your part, Byron, you’d better do it and I’m not playing either.”
6 “Shut up, punk.”

7 I went over to the Brown Bomber’s passenger side and started hacking away at the scab of ice that was all over the windows. I finished Momma’s window and took a break. Scraping ice off windows when it’s that cold can kill you!
8 I didn’t hear any sound coming from the other side of the car so I yelled out, “I’m serious, Byron, I’m not doing that side too, and I’m only going to do half the windshield, I don’t care what you do to me.” The windshield on the Bomber wasn’t like the new 1963 cars, it had a big bar running down the middle of it, dividing it in half.
9 “Shut your stupid mouth, I got something more important to do right now.”
10 I peeked around the back of the car to see what By was up to. The only thing he’d scraped off was the outside mirror and he was bending down to look at himself in it. He saw me and said, “You know what, square? I must be adopted, there just ain’t no way two folks as ugly as your momma and daddy coulda give birth to someone as sharp as me!”
11 He was running his hands over his head like he was brushing his hair.
12 I said, “Forget you,” and went back over to the other side of the car to finish the back window.

13 I had half of the ice off when I had to stop again and catch my breath. I heard Byron mumble my name.
14 I said, “You think I’m stupid? It’s not going to work this time.” He mumbled my name again. It sounded like his mouth was full of something. I knew this was a trick, I knew this was going to be How to Survive a Blizzard, Part Two.
14 How to Survive a Blizzard, Part One had been last night when I was outside playing in the snow and Byron and his running buddy, Buphead, came walking by. Buphead has officially been a juvenile delinquent even longer than Byron.
15 “Say, kid,” By had said, “you wanna learn somethin’ that might save your stupid life one day?”
16 I should have known better, but I was bored and I think maybe the cold weather was making my brain slow, so I said, “What’s that?”
17 “We gonna teach you how to survive a blizzard.”
18 “How?”
19 Byron put his hands in front of his face and said, “This is the most important thing to remember, O.K.?”
20 “Why?”
“Well, first we gotta show you what it feels like to be trapped in a blizzard. You ready?” He whispered something to Buphead and they both laughed.

“I’m ready.”

I should have known that the only reason Buphead and By would want to play with me was to do something mean.

“O.K.,” By said, “First thing you gotta worry about is high winds.”

Byron and Buphead each grabbed one of my arms and one of my legs and swung me between them going, “Wooo, blizzard warnings! Blizzard warnings! Wooo! Take cover!”

Buphead counted to three and on the third swing they let me go in the air. I landed head first in a snowbank.

But that was O.K. because I had on three coats, two sweaters, a T-shirt, three pairs of pants and four socks along with a scarf, a hat and a hood. These guys couldn’t have hurt me if they’d thrown me off the Empire State Building!

After I climbed out of the snowbank they started laughing and so did I.

“Cool, Baby Bruh,” By said, “you passed that part of the test with a B-plus, what you think, Buphead?”

Buphead said, “Yeah, I’d give the little punk a A.”

They whispered some more and started laughing again.

“O.K.,” By said, “second thing you gotta learn is how to keep your balance in a high wind. You gotta be good at this so you don’t get blowed into no polar bear dens.”

They put me in between them and started making me spin round and round, it seemed like they spun me for about half an hour. When slob started flying out of my mouth they let me stop and I wobbled around for a while before they pushed me back in the same snowbank.

When everything stopped going in circles I got up and we all laughed again.

They whispered some more and then By said, “What you think, Buphead? He kept his balance a good long time, I’m gonna give him a A-minus.”

“I ain’t as hard a grader as you, I’ma give the little punk a double A-minus.”

“O.K., Kenny, now the last part of Surviving a Blizzard, are you ready?”

“You!”

“You passed the wind test and did real good on the balance test but now we gotta see if you ready to graduate. You remember what we told you was the most important part of survivin’?”

“You!”

“O.K., here we go. Buphead, tell him ’bout the final exam.”

Buphead turned me around to look at him, putting my back to Byron. “O.K., square,” he started, “I wanna make sure you ready for this one, you done so good so far I wanna make sure you don’t blow it at graduation time. You think you ready?”

I nodded, getting ready to be thrown in the snowbank real hard this time. I made up my mind I wasn’t going to cry or anything, I made up my mind that no matter how hard they threw me in that snow I was going to get up laughing.

“O.K.,” Buphead said, “everything’s cool, you ‘member what your brother said about puttin’ your hands up?”

“Like this?” I covered my face with my gloves.

“Yeah, that’s it!” Buphead looked over my shoulder at Byron and then said, “Wooo! High winds, blowing snow! Wooo! Look out! Blizzard a-comin’! Death around the corner! Look out!”

Byron mumbled my name and I turned around to see why his voice sounded so funny. As soon as I looked at him Byron blasted me in the face with a mouthful of snow.

Man! It was hard to believe how much stuff By could put in his mouth! Him and Buphead just about died laughing as I stood there with snow and spit and ice dripping o my face.
49 Byron caught his breath and said, “Aww, man, you flunked! You done so good, then you go and flunk the Blowin’ Snow section of How to Survive a Blizzard, you forgot to put your hands up! What you say, Buphead, F?”

50 “Yeah, double F-minus!”

51 It was a good thing my face was numb from the cold already or I might have froze to death. I was too embarrassed about getting tricked to tell on them so I went in the house and watched TV.

18. From whose point of view is this story told?
A. Kenny’s point of view  B. Byron’s point of view
C. There are not enough clues in the text to tell.  D. no one person’s point of view

19. How old is the “Brown Bomber”?
A. 2 years old  B. 5 years old  C. 13 years old  D. 15 years old

20. Who is speaking in paragraph 6?
A. Buphead  B. Byron  C. Kenny  D. Dad

21. According to paragraph 10, Byron thinks he is

22. The main purpose of paragraphs 4-13 is to show
A. how to scrape ice off a car.  B. the relationship between two brothers.
C. how people can survive a blizzard.  D. how a father treats his sons.

23. In paragraph 13, “It’s” refers to
A. the ice scraper.  B. the Brown Bomber.  C. Byron mumbling his brother’s name.  D. the sled.

24. According to Byron, what is the most important thing to remember in a blizzard?
A. Keep your balance.  B. Cover your face.
C. Watch out for high winds.  D. Stay away from snowbanks.

25. Byron is BEST described as a

26. Based on information in the passage, which of the following is MOST LIKELY true?
A. Buphead has teased Byron before.  B. Kenny has done Byron’s share of chores before.
C. Kenny has played a trick on Byron before.  D. Byron has dropped out of school.

27. Which of the following sentences suggests that Kenny had been tricked by Byron before?
A. “After I climbed out of the snowbank they started laughing and so did I.” (paragraph 28)
B. “I nodded, getting ready to be thrown in the snowbank real hard this time.” (paragraph 43)
C. “I should have known better...” (paragraph 6)
D. “I was too embarrassed about getting tricked...” (paragraph 51)
Passage 5: Millions of Mummies by Janet J. Kosky

Dr. and Mrs. James Sullivan cordially invite you to witness the unwrapping of a mummy, recently acquired on a tour of Egypt, on Saturday, October 31, at 8:00 p.m. sharp. Refreshments will be served.

1 Sound like a joke for a Halloween party? Actually, even though this isn’t an actual invitation, it isn’t too far from reality. During the 1800s, mummy unwrapping became quite popular. All of Europe had heard of the magnificent temples and tombs rediscovered by Napoleon when he invaded Egypt in 1798. Later, many people traveled there to see these curiosities for themselves. Some even brought mummies home with them. But many more were shipped to Europe by dealers who specialized in selling mummies, sarcophagi, and other ancient artifacts. Often these treasures were taken without permission from the Egyptian authorities and without respect for the religious beliefs of the dead.

2 Although mummies are considered rare today, at one time there were so many of them, it seemed unlikely that the supply would ever run out. The custom of making mummies in Egypt lasted for over 3,000 years and was practiced not only by the Pharaohs and other members of the royal court, but also by any citizen with enough money to afford it.

3 At times there were so many wrapped bodies that cemeteries couldn’t hold them all. Tombs have been discovered where mummies were stacked on top of each other six feet deep. Sometimes people even had to keep a mummy in their house until there was a vacancy in a cemetery.

4 And humans weren’t the only ones mummified. Sacred animals and favorite pets were also preserved. Cats and dogs were the most common animals to be buried, but archeologists have also found mummies of monkeys, gazelles, falcons, crocodiles, mongooses, snakes, beetles, and scorpions.

5 The ancient Egyptians made mummies because they believed that all living things consisted of two parts: the body and the spirit. Life ceased when the spirit left the body, and in order for someone to be reborn in the afterlife, spirit and body had to be reunited. If the body was destroyed before the spirit came back from its judgment, there couldn’t be a rebirth. Animals were preserved not only because they were sacred, but also to provide companionship in the afterlife. Including both people and animals, some experts have estimated that several million bodies were turned into mummies. So, what would it matter if a few hundred were taken away by collectors?

6 Mummies were valued for a more important reason than collecting: people believed that the powder from ground-up mummies was a valuable medicine. It was used to treat headaches, coughs, skin rashes, nausea, ulcers, and other ailments. Supposedly, it was the resin and oils used in embalming that were beneficial. Mummies were also believed to contain bitumen, an oily tar people thought was medicinal. As it turns out, bitumen was never used for wrapping. However, the Arabic word for bitumen - mumiyah - is where we get the word mummy.

7 Medicine was not the only unusual use for mummies. In 1859, an Egyptian farmer was plowing his field when he discovered a gigantic cat cemetery. A total of 300,000 cat mummies were removed from the site, many of them in such poor condition that they crumbled when touched. Most of them were shipped to England to be used - believe it or not - for fertilizer.

8 Only relatively recently have authorities taken measures to preserve Egypt’s national treasures from further destruction and deterioration. However, even though so many mummies have been lost forever, those remaining can still teach us much about life and death in ancient Egypt.
28. According to the introduction to the passage, what should the reader expect to learn from “Millions of Mummies”?
A. what happens at Halloween parties  B. how mummies were made and used
C. how pyramids in ancient Egypt were built  D. why so many dead bodies were found in Egypt

29. What is the most likely reason the author begins paragraph 1 with a question?
A. she wishes she could talk to mummies  B. to introduce the theme of Halloween
C. to engage the reader  D. to show that she does not understand the invitation

30. When did mummy unwrapping become popular in Europe?
A. 1700’s  B. 1800’s  C. 3000 years ago  D. 1900’s

31. Read the sentence: Later many people traveled there to see these curiosities for themselves. The word curiosities means
A. treasures  B. people who specialize in selling mummies  C. wonder  D. objects of interest

32. According to the first paragraph, what was the MOST LIKELY reason people wanted to un-wrap mummies?
A. They wanted to give the mummies a proper burial.  B. They wanted to scare their friends at Halloween.
C. They wanted to satisfy their curiosity.  D. They wanted to preserve the bodies before they crumbled.

33. Read the following phrase: Spirit and body had to be reunited. The word reunited means
A. taken apart  B. brought back together  C. preserved  D. tied

34. Which of the following is the best heading for paragraph 5?
A. Why Mummies Were Made  B. Several Million Bodies Found
C. The Value of Mummies  D. The Curse of the Mummies

35. According to the passage, why were European people not worried about the destruction of mummies?
A. Mummies were not destroyed.  B. They thought there were so many mummies that it did not matter if some were destroyed.
C. People thought that many more mummies would be made.  D. They thought mummies were so helpful as medicines that the destruction was worth it.

36. According to paragraph 8, why are mummies useful to us today?
A. They can be ground up to make medicine.  B. They are interesting to collect.
C. They can teach us much about life and death in ancient Egypt.  D. They can be used as fertilizer.

37. The main purpose of the last paragraph in “Millions of Mummies” is to explain
A. what happened to the millions of mummies.  B. how mummies were made into medicine.
C. how to make a mummy.  D. why the mummies that remain must be protected.
Passage 6: Middle school students work to make their lunchrooms friendlier places

For many kids, middle school is not easy. There can be hurt feelings, in-groups and bullying. There are the challenges of puberty and low self-esteem. Lunchtime leaves some kids feeling friendless, like they don't fit in.

No One Eats Alone Day: A national campaign is trying to stop this. Called “No One Eats Alone Day,” the project makes sure that on one day kids all have someone to eat with. More than 300,000 students across the country have signed up to participate in No One Eats Alone Day. The program was created by Beyond Differences, a national nonprofit group. Its mission is to change the culture in middle schools so all kids feel valued and accepted, said Laura Talmus, the founder of Beyond Differences.

Nobody To Eat With: Middle school was a rough couple of years for Talmus’ daughter, Lili Smith. She was born with a medical condition and her facial or skull bones did not grow normally. Nearly every day, Lili would call her mother from the restroom, crying. Lili would say, "Mom, I have nobody to eat with, and the girls don’t want me to sit with them,” Talmus said. “Lili was never teased or bullied, but was almost suffering as much because she felt invisible.” Lili died at the age of 15. Afterward, a group of teens from the community joined together to bring change to their schools. It is not an easy task. At Rogers Middle School in Missouri, there was a lot of resistance to No One Eats Alone Day. Students worried that they would not get to sit near their friends.

Start A Conversation: At the school, there is an anti-bullying group called the Mistreatment Leadership Team. They planned the No One Eats Alone Day. The students in the group placed conversation starters on the tables in their cafeteria. There were questions like, “Who is your favorite celeb?” and “Who is your role model?” The student organizers waited nervously with pieces of paper to hand out to classmates. The papers were color-coded and let the students know where to sit.

Some Kids Reach Out: Some switched cards before others noticed so they could sit with their friends. No one thought the kids would become best friends after just one lunch. It was more about being aware of other people’s feelings, said Reece Black. He is an eighth-grader and one of the organizers. Sixth-graders Jenna Walden and Avarry Wilkerson ended up at a table by themselves. They noticed that Alexander Scherer, a new student at school, was alone. They moved over to sit with him, and as he ate his lunch, they all talked about Six Flags, the theme park. “By the way, I’m Avarry,” she said to Alexander, just as lunch was coming to an end. Reece and the other student leaders saw other kids reaching out. “So that was pretty cool,” Reece said.

38. Select the sentence from the article that shows the growing acceptance of the program in schools.
A. More than 300,000 students across the country have signed up to participate in No One Eats Alone Day.
B. The program was created by Beyond Differences, a national nonprofit group.
C. The students in the group placed conversation starters on the tables in their cafeteria.
D. The student organizers waited nervously with pieces of paper to hand out to classmates.

39. Which sentence from the section "Some Kids Reach Out" shows a positive outcome of the program?
A. Some switched cards before others noticed so they could sit with their friends.
B. No one thought the kids would become best friends after just one lunch.
C. Sixth-graders Jenna Walden and Avarry Wilkerson ended up at a table by themselves.
D. They moved over to sit with him, and as he ate his lunch, they all talked about Six Flags, the theme park.

40. Read the sentence from the section "Nobody To Eat With": "Lili was never teased or bullied, but was almost suffering as much because she felt invisible." What does the underlined phrase mean?
A. Lili had a medical condition.       B. Lili used to hide from bullies.
C. Lili was avoided by other kids.     D. Lili was different from other kids.
Passage 7: Opinion: The athlete as agent of change

By Lonnie Bunch and David Skorton, Washington Post

An audience taunts an athlete who protests during the national anthem. Is this a recent National Football League game? No. These insults were thrown at Toni Smith in 2003. The then-21-year-old senior guard on the Manhattanville College women's basketball team was expressing her opposition to the Iraq War by turning her back on the flag.

The history of protest in sports, much like that across society, holds many lessons for us. We can apply them to the nation's current anger. Sport has always been used to challenge convention. The institution can be used to prod the nation to live up to its stated ideals.

Athletes Use Fame As Platform To Address Injustice
Disagreement and protests in sports have been happening for many years. They occurred even before Colin Kaepernick took a knee to highlight police brutality. For decades, athletes have used their fame as a platform to address injustice. Tommie Smith and John Carlos, for instance, raised their fists during the 1968 Summer Olympics. They did this to protest the unfair treatment of African-Americans. The Phoenix Suns wore Spanish-language versions of their jerseys to protest racial-profiling laws.

If we are to move past initial anger, we must acknowledge the fact that the American experience differs among people and groups. Nothing brings that home quite like Jackie Robinson, the first African-American player in Major League Baseball. He, too, saw the flag in a different light due to the racism he faced every day. As he wrote in his 1972 autobiography, "I cannot stand and sing the anthem. I cannot salute the flag; I know that I am a black man in a white world."

Robinson and many other athletes have been crucial in creating the social change that has created a more welcoming society. Such athletes often do this at great risk to their careers. Any suggestion that athletes should "stick to sports" diminishes their courage. Also, discussion and disagreement is a major part of a democratic country like the United States. It is what makes the country different from dictatorships.

U.S. Struggles To Live Up To Its Principles
Our nation has always struggled to equally apply the ideals embodied in our Constitution and the Bill of Rights. The United States was founded on the principles of individual liberty, freedom of expression and democracy. However, people of color, immigrants and women have struggled to receive the full benefits of citizenship. The struggle to improve our country continues. Admitting to our flaws is not a weakness, nor is it unpatriotic.

Toni Smith stood up for her right to disagree in response to the anger against her actions. "It is my right as an American to stand for my beliefs the way others have done against me. Being patriotic cannot simply be an empty slogan. Patriotism can be shown in many ways, but those who choose to do so by saluting the flag should recognize that the American flag stands for individuality and freedom."

To "Form A More Perfect Union"
To many who profoundly love the United States, protest is one of the highest forms of patriotism. The need to "form a more perfect Union" is part of the preamble to the Constitution. The framers knew that the only way to
improve our country is to check it again and again. We must also work to make it better through disagreement and debate. Such improvement happens regardless of whether the debate comes from Congress or a football stadium. Increasingly, though, many of us seem to be ignoring the lessons that history has to offer.

Museums and other cultural institutions are a potential solution for this. Sport is a powerful tool because it resonates with people. Passion for a team is often passed down from generation to generation. A museum can display Tommie Smith's warm-up suit and explain his reasons for his protest and the damage to his career. Then, generations of people who were not yet born can see both the progress made and the unfinished work ahead of us.

In some ways, sports are conducted on the ultimate level playing field, a fair place where ability outweighs backgrounds, beliefs, race and religion. Athletes have unique ability to work toward a goal, often looking past individual glory for the greater good. As such, they have something important to say about our nation, our freedoms and who we aspire to be. We should listen.

41. If the author had to shorten the article, which sentence would be MOST important to keep?
A. If we are to move past initial anger, we must acknowledge the fact that the American experience differs among people and groups.
B. The United States was founded on the principles of individual liberty, freedom of expression and democracy.
C. A museum can display Tommie Smith's warm-up suit and explain his reasons for his protest and the damage to his career.
D. In some ways, sports are conducted on the ultimate level playing field, a fair place where ability outweighs backgrounds, beliefs, race and religion.

42. Read the following detail from the section "Athletes Use Fame As Platform To Address Injustice."
For decades, athletes have used their fame as a platform to address injustice.
HOW does this detail develop the CENTRAL idea of the article?
A. It introduces the idea that athletes might want to consider using their fame to inspire change.
B. It establishes the point that athletes are generally the first people to stand up for freedom.
C. It highlights the idea that sports has often found itself at the center of important social issues.
D. It proves the argument that athletes are among the most influential people in the United States.

43. Which sentence from the section "Athletes Use Fame As Platform To Address Injustice" supports the idea that the United States benefits from continued debate?
A. If we are to move past initial anger, we must acknowledge the fact that the American experience differs among people and groups.
B. Robinson and many other athletes have been crucial in creating the social change that has created a more welcoming society.
C. Any suggestion that athletes should "stick to sports" diminishes their courage.
D. Also, discussion and disagreement is a major part of a democratic country like the United States.

44. Which sentence from the article shows the author's MAIN opinion about the United States Constitution?
A. The need to "form a more perfect Union" is part of the preamble to the Constitution.
B. The framers knew that the only way to improve our country is to check it again and again.
C. Such improvement happens regardless of whether the debate comes from Congress or a football stadium.
D. Increasingly, though, many of us seem to be ignoring the lessons that history has to offer.
Passage 8: Essay: Why sports history is American history

Sports helped shape American life. For many years, it showed the racism and sexism in American society. But sports also gave immigrants and African-Americans a way to get a better life.

Waves of immigrants have come to the United States from all around the world. In the past, many were not allowed to get into the nation's top schools and businesses. Often, sports were a way for talented young immigrants to make a better life for themselves.

More than 60 years ago, Irish, Italian and Jewish Americans were often looked down on. They were not seen as truly American. At the same time, boxers John L. Sullivan, Jim Corbett, Benny Leonard and Rocky Marciano and baseball players Joe DiMaggio and Hank Greenberg all became huge stars. These athletes came from immigrant families. They offered hope that people like them could be successful and get accepted.

I grew up during the 1950s in Brooklyn, New York. In my neighborhood, called Crown Heights, almost everyone was Jewish or Italian. The older generation spoke little or no English. For many neighborhood boys like me, sports were very important. Watching sports made us feel more American. We closely followed the three New York baseball teams. We watched football on Sundays and boxing matches on Friday nights.

Basketball And Baseball Dreams

When we became teenagers, we spent hours playing basketball. We knew that some of the older guys in our neighborhood had gotten scholarships to play in college. We figured maybe the same thing could happen to us.

We believed that if we got good enough at our sport, we could reach any goal. After all, baseball players Sandy Koufax, Carl Furillo, Phil Rizzuto and Yogi Berra had made it big. And there were people like them at every Brooklyn high school.

There were also black sports stars. But for a long time, African-American athletes didn't get a fair chance. Black people were not allowed to play most professional sports. The most obvious example was Major League Baseball, the country's most popular sport. Black players were not allowed to join until 1947, when Jackie Robinson joined the Brooklyn Dodgers.

This was not because African-Americans were not good enough at baseball. There were many incredibly good black players. The best white major league players knew this because they played against the best black players in off-season games. A game is off-season when it is not part of an official tournament. In those games, black players were at least as good as the white players, and often won.

Racism And Sexism In Sports

Although sports showed the racism of American society, it also helped to stop it. In the 1930s, more than 80 years ago, two black athletes became major American sports heroes. One was runner Jesse Owens, and the other was boxer Joe Louis. Both won against athletes from Nazi Germany. The Nazis were a political group that ruled Germany at the time. They believed that black people and American immigrants were weak races.
Owens and Louis marked a turning point. Many white Americans saw these black athletes as fighting for them. For the first time in American history, white men cheered when black men won. These events helped change attitudes in the U.S. toward black athletes.

The history of women in sports is a bit different. For most of the 1900s, women were told that sports were just for men. Women were given few chances to grow their talents as athletes. The feminist movement of the 1960s and 1970s changed everything. This was a movement 50 to 60 years ago that stood for women's rights. Women wanted girls to have the same opportunity to play sports as boys had.

One big step was the law called Title IX from 1964. This law says that women and men should have the same chances of joining school programs that the U.S. government helps pay for. This includes sports in college. It took years of protests and legal cases, but things have now changed. When I was growing up, girls had almost no way to play competitive sports. Today, a young girl has almost as many chances to play sports as a boy does.

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45. One MAIN idea of the article is that sports are an important part of American history. What is another MAIN idea of the article?
A. Many Irish and Italian immigrants used to be looked down on.
B. Many Americans hoped their athletes were better than Nazi Germany's.
C. Women and black athletes had to fight to get opportunities in sports.
D. Women are now allowed to play in sports funded by the government.

46. Which sentence from the article BEST supports the article's MAIN idea?
A. For many neighborhood boys like me, sports were very important.
B. We knew that some of the older guys in our neighborhood had gotten scholarships to play in college.
C. Although sports showed the racism of American society, it also helped to stop it.
D. One big step was the law called Title IX from 1964.

47. Why did the author feel that professional athletes gave him and his friends a chance at success and acceptance?
A. because many professional athletes they admired were from immigrant families like theirs
B. because many professional athletes had been students in the school they attended
C. because many professional athletes were very talented black players
D. because many professional athletes became more famous in the 1930s

48. What effect did the feminist movement have on sports?
A. It forced the government to begin helping to pay for women's sports at colleges and schools.
B. It inspired women and girls to fight for and win the chance to play the same sports as boys.
C. It gave young girls today even more opportunities to play sports than boys have.
D. It made many women and men stop watching sports because they believed the games were unfair.
49. Using passages 7 and 8 (“Opinion: The athlete as agent of change” and “Essay: Why sports history is American history”), answer the following question:

**How have athletes caused social change?**

Review the passages, plan your response, write your response, and then revise and edit your response. Be sure to include an introduction, two body paragraphs using information from the passages, and a conclusion.

Your response should be in the form of a multiparagraph essay.