CL parents – Please ensure your child answers every question in this packet (including the essay) 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!
Passage 1: Duke Ellington
1. Part A __________
2. __________
3. __________

Part B: __________ and __________

Passage 2: Out of the Dust
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________
11. __________
12. __________
13. __________
14. __________

Passage 3: I am offering this poem
15. __________
16. __________
17. Part A __________ Part B __________

Passage 4: The Miracle Worker
18. __________
19. __________
20. __________
21. __________
22. __________
23. __________
24. __________
25. __________
26. __________
27. __________

Passage 5: Inside Alaska
28. __________
29. __________
30. __________
31. __________
32. __________
33. __________
34. __________
35. __________
36. __________
37. __________

Passage 6: Echo and Narcissus:
38. __________
39. __________
40. __________
41. __________
42. __________
43. __________
# Independent Reading Log
*(to be completed daily)*

## 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: Duke Ellington
By Jessica McBirney

Edward Kennedy “Duke” Ellington (1899-1974) was an African American composer, pianist, and leader of a jazz orchestra. Ellington is an important figure in the Harlem Renaissance, an African American cultural, social, and artistic movement that took place in Harlem, New York during the 1920s. This informational text explores Ellington’s life and career. As you read, take notes on what Duke Ellington did to advance his career.

[1] Duke Ellington is one of the most famous American musicians in history. As a musician and an orchestra conductor, he brought the new style of jazz to an international audience.

Edward Kennedy “Duke” Ellington was born to African American parents in Washington, D.C. in 1899. His father worked for the U.S. Navy, and both of his parents were talented pianists. The Ellington family was very proud of their heritage, and they lived in an African American community that worked to protect their children from discriminatory Jim Crow laws. Ellington’s casual manner, easy-going nature, and well-dressed appearance earned him the nickname “Duke” amongst his childhood friends.

Early Interest in Music
Ellington started taking piano lessons at age seven. He did not take the lessons very seriously or practice well for the first few years. He often skipped his lessons in favor of playing baseball because he did not think he was a good pianist. But by the time he was fourteen, he started sneaking into music clubs and listening to the professional pianists there. He developed a new passion for music. Soon he wrote his first song, “Soda Fountain Rag,” inspired by his experiences working at a soda shop.

During high school, Ellington continued to take music lessons, and he imitated his favorite ragtime pianists. Whenever he traveled with his family, he sought out local famous musicians to get advice for his own music. After he graduated he took a job as a sign-painter, which he also used to build his music career; anytime someone requested a sign for a party, he also asked them if they needed a musician for entertainment. He became quite successful playing for both black and white audiences, which was a unique accomplishment at the time.

Music Career
[5] Ellington decided to move to New York City in the early 1920s. He became an important figure in the Harlem Renaissance, an artistic and cultural transformation that was taking place in Harlem, a neighborhood that was mostly filled with African Americans. He organized a band called the Washingtonians, and Ellington produced eight records with them in 1924. They played in Broadway nightclubs for several years.

In 1927, after continuing to rise to fame, Ellington and his band started playing in the Cotton Club, Harlem’s most famous nightclub. The club hosted an all-white audience, and weekly Cotton Club radio broadcasts gave Ellington national attention. He played for all the musical and entertainment acts. He continued to gain popularity and began to appear in TV shows and films, and he and his orchestra kept putting out new records.
International Stardom
The Ellington orchestra stopped playing the Cotton Club in the early 1930s and started touring across the country. Their following was mainly African American, but they also had a big fan base overseas; they went on two European tours in 1933 and 1934. Ellington’s popularity continued to surge for many years. In the 1940s he began writing jazz pieces designed to tell the story of African Americans in the U.S. He got to premiere one of them, called “Black, Brown, and Beige,” at the prestigious Carnegie Hall, where he was invited to return for several years.

The start of World War II made it harder to make a living as a musician because many people did not have enough money to spend on records and performances. Ellington’s career slumped during and after the war, although he continued to produce music and play some concerts. Some of his fans worried his music had become too outdated. However, in 1956, his band performed at a Jazz Festival, which exposed him to a completely new generation of jazz fans and reignited his popularity.

For the rest of his life, Ellington and the band enjoyed continual success. They toured all over the United States and the world. He kept recording music and touring almost right up until he passed away in 1974.

Legacy
[10] Ellington received 12 Grammy Awards, nine during his lifetime and three after he died. He has been credited with being the main musician to elevate jazz to a popular music genre. He also popularized “big band” music through his orchestra. His innovations in jazz and the different styles he employed are considered to be very influential to musicians over the years and even up until today. He is one of the most well-respected African American celebrities in the 20th century, and is also remembered for his graceful and engaging personality. His popularity continued to grow after his death, and people still buy his records and albums today.

1. Jim Crow laws (noun): laws that enforced racial segregation in the Southern United States
2. ragtime (adjective): a style of early jazz music, characterized by its lively rhythms and playful mood
3. Surge (verb): increase suddenly and powerfully, typically during an otherwise stable or quiet period
4. Prestigious (adjective): inspiring respect and admiration
5. Innovation (noun): the introduction of something new; a new method, idea, product etc.
1. PART A: Which statement best expresses the central idea in the article?
A. Ellington changed music forever, as he was one of the few successful African American artists of his time.
B. The new style of jazz that Ellington introduced in his music impressed audiences across the world, even impacting fellow musicians.
C. While Ellington was popular during the Harlem Renaissance, he did not use his music to explore the experiences of African Americans, as many artists did.
D. Without the musical success and contributions of Ellington, it is likely that many music clubs would have remained segregated.

PART B: Which TWO details from the text best supports the answer to Part A?
A. “For years he did not take the practice very seriously; he often skipped his lessons in favor of playing baseball, and he did not think he was a good pianist.” (Paragraph 3)
B. “Whenever he traveled with his family, he sought out local famous musicians to get advice for his own music.” (Paragraph 4)
C. “The club hosted an all-white audience, and weekly Cotton Club radio broadcasts gave Ellington national attention. He played for all the musical and entertainment acts.” (Paragraph 6)
D. “Their following was mainly African American, but they also had a big fan base overseas; they went on two European tours in 1933 and 1934.” (Paragraph 7)
E. “Some of his fans worried his music had become too outdated to keep him in the music business.” (Paragraph 8)
F. “His innovations in jazz and the different styles he employed are considered to be a huge influence to musicians overs the years and even up until today.” (Paragraph 10)

2. How does Paragraph 10 contribute to the development of ideas in the article?
A. It helps bring attention to all the obstacles that Ellington faced in life.
B. It supports the idea that his parents were right to give him piano lessons.
C. It emphasizes the lasting impact that Ellington had on jazz music.
D. It demonstrates how record sales often increase after the songwriter has died.

3. How does the author primarily structure the text?
A. The text details Ellington’s actions as a musician, and then talks about how his childhood influenced his decisions.
B. The text focuses on Ellington’s childhood first, in order to highlight how Jim Crow laws were an obstacle to his success.
C. The text is structured thematically, and details Ellington’s life before and after the war.
D. The text is structured chronologically, starting with his childhood and the different actions he took in order to be successful.
Essay question: Using passage 1, answer the following question:

**What decisions did Duke Ellington make that led to his success?**

*Review the passage, 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 passage, and a conclusion.*

Your response should be in the form of a multi-paragraph essay.
Passage 2: Out of the Dust by Karen Hesse

Debts

1 Daddy is thinking of taking a loan from Mr. Roosevelt and his men, to get some new wheat planted where the winter crop has spindled out and died. Mr. Roosevelt promises Daddy won’t have to pay a dime till the crop comes in.

2 Daddy says, “I can turn the fields over, start again. It’s sure to rain soon. Wheat’s sure to grow.”

3 Ma says, “What if it doesn’t?”

4 Daddy takes off his hat, roughs up his hair, puts the hat back on. “Course it’ll rain,” he says.

5 Ma says, “Bay, it hasn’t rained enough to grow wheat in three years.”

6 Daddy looks like a fight brewing. He takes that red face of his out to the barn, to keep from feuding with my pregnant ma.

7 I ask Ma how, after all this time, Daddy still believes in rain.

8 “Well, it rains enough,” Ma says, “now and again, to keep a person hoping. But even if it didn’t your daddy would have to believe. It’s coming on spring, and he’s a farmer.”

March 1934

1 Debts — money owed to another
2 “where the winter crop has spindled out and died” — the wheat plants have grown thin and died
First Rain

1 Sunday night,
I stretch my legs in my iron bed under the roof.
I place a wet cloth over my nose to keep from breathing dust
and wipe the grime tracings from around my mouth,
and shiver, thinking of Ma.
I am kept company by the sound of my heart drumming.

2 Restless,
I tangle in the dusty sheets,
sending the sand flying,
cursing the grit against my skin,
between my teeth,
under my lids,
swearing I’ll leave this forsaken place.

3 I hear the first drops.
Like the tapping of a stranger
at the door of a dream,
the rain changes everything.
It strokes the roof,
streaking the dusty tin, ponging,
a concert of rain notes,
spilling from gutters,
gushing through gullies,
soaking into the thirsty earth outside.

4 Monday morning dawns,
cloaked in mist.
I button into my dress, slip on my sweater,
and push my way off the porch,
sticking my face into the fog, into the moist skin of the fog.
The sound of dripping surrounds me as I walk to town.

5 Soaked to my underwear,
I can’t bear to go through the schoolhouse door,
I want only to stand in the rain.

6 Monday afternoon,
Joe De La Flor brushes mud from his horse,
Mr. Kincannon hires my father to pull his Olds out of the muck on Route 64.

7 And later,
when the clouds lift,
the farmers, surveying their fields,

8 nod their heads as the frail stalks revive,\(^3\)
everyone, everything, grateful for this moment,
free of the weight of dust.

January 1935

\(^3\) “the frail stalks revive” — the weakened plants come back to life
5. What problem does the speaker’s family face in the poem “Debts”?
A. Mr. Roosevelt is taking advantage of them.
B. Too much rain has washed away their crops for three years in a row.
C. A lack of rain has killed their crops for three years in a row.
D. Daddy no longer believes farming is a good idea.

6. What do stanzas 1 through 5 of “Debts” show about the farm?
A. It has not been successful. B. It is different from other farms in the area.
C. It is not large enough for Daddy. D. It has been taken over by Mr. Roosevelt.

7. In stanza 4 of “Debts,” what is the most likely reason that Daddy roughs up his hair?
A. He is getting ready to go to work. B. He is drying his hair after the rain.
C. He is uncomfortable without his hat. D. He is worried about borrowing the money.

8. In stanza 6 of “Debts,” what does the word *feuding* mean?
A. talking B. leaving C. working D. quarreling

9. Based on evidence from the poems, what was the weather like between March 1934 and January 1935?
A. It was mostly rainy. B. It was mostly dry.
C. It was mostly misty. D. It was mostly hot.

10. In stanza 1 of “First Rain,” why does the speaker place a wet cloth over her nose?
A. to avoid breathing the dust that fills the air B. to wash her face like her Ma told her to
C. to warm her so she’ll stop shivering D. to help calm her drumming heart

11. Read the lines from “First Rain:” Like the tapping of a stranger at the door of a dream
What is the effect of comparing the rain to a stranger at the door?
A. It shows that the rain is a surprise. B. It shows that the rain is a problem.
C. It shows that the speaker is dreaming. D. It shows that the speaker is frightened.

12. In stanza 3 of “First Rain,” why does the speaker compare the sound of the rain to “a concert of rain notes”?
A. She thinks it is the radio. B. It sounds like music to her.
C. She thinks she is dreaming. D. It reminds her of a song she knows.

13. In stanza 5 of “First Rain,” why can’t the speaker bear to go through the schoolhouse door?
A. She is embarrassed to be soaking wet. B. She wants to continue experiencing the rain outside.
C. She is ashamed that her family’s farm is doing poorly. D. She wants to be with her pregnant mother.

14. Based on stanzas 7 and 8 of “First Rain,” how do the farmers most likely feel after the rain?
A. frail and weighted down B. soaked and muddy
C. hopeful and thankful D. proud and revived
Passage 3: I AM OFFERING THIS POEM by Jimmy Santiago Baca

Jimmy Santiago Baca (b. 1952) is an award-winning American poet and writer, of Apache and Chicano descent. Following his difficult childhood, Baca was incarcerated as a young man. In prison, he taught himself to read and write. As you read, take notes on the meaning of the figurative language in the poem.

[1] I am offering this poem to you, since I have nothing else to give. Keep it like a warm coat when winter comes to cover you, [5] or like a pair of thick socks the cold cannot bite through,

I love you,

I have nothing else to give you, so it is a pot full of yellow corn [10] to warm your belly in winter, it is a scarf for your head, to wear over your hair, to tie up around your face,

I love you,

Keep it, treasure this as you would [15] if you were lost, needing direction, in the wilderness life becomes when mature; and in the corner of your drawer, tucked away like a cabin or hogan1 in dense2 trees, come knocking, [20] and I will answer, give you directions, and let you warm yourself by this fire, rest by this fire, and make you feel safe

I love you,

It’s all I have to give, [25] and all anyone needs to live, and to go on living inside, when the world outside no longer cares if you live or die; remember,

[30] I love you.
15. Which of the following statements best describes a theme of the poem?
A. Sometimes people must sacrifice their own well-being for love.
B. Love is better shown through gifts than expression and devotion.
C. Love is a gift that can support people, particularly in hard times.
D. People need their loved ones to provide them physical shelter during harsh times.

16. How does the repetition of the line “I love you” contribute to the overall meaning of the poem?
A. It reminds the reader that love is the cheapest and easiest gift to give away, decreasing its value.
B. It shows how offering this poem represents the speaker offering love, creating a sincere tone.
C. It suggests that love is separate and superior to material gifts, which should not be valued.
D. It reveals that the speaker’s love is a hidden message only discovered by closely reading the poem.

17. PART A: Which of the following best summarizes the speaker’s purpose in the piece?
A. to physically provide for their loved one
B. to explain how they lost the ability to physically provide for their loved one
C. to proclaim why they feel strongly about their loved one
D. to explain what they can provide for their loved one

PART B: Which evidence from the text best supports the answer to Part A?
A. “I have nothing else to give you” (Line 8)
B. “I will answer, give you directions, / and let you warm yourself by this fire” (Lines 20-21)
C. “I love you, / It’s all I have to give, / and all anyone needs to live” (Lines 23-25)
D. “the world outside / no longer cares if you live or die” (Lines 27-28)
The characters in the excerpt you are about to read are Kate Keller, the mother; Captain Arthur Keller, the father; Helen Keller, the child; and a doctor. The Miracle Worker is a play for television about Helen Keller, whose vision and hearing were lost following a childhood illness. This scene from Helen Keller’s life takes place in 1882. Read the excerpt below. Use the information from the excerpt to answer the questions that follow.

Passage 4: THE MIRACLE WORKER

A PLAY FOR TELEVISION by William Gibson

ACT ONE

[It is night, and we are in a child’s crib, looking up: what we see are the crib railings and three faces in lamplight, looking down. They have been through a long vigil; it shows in their tired eyes and disarranged clothing. One is a gentlewoman in her twenties with a kindly and forbearing face, KATE KELLER; the second is a dry elderly DOCTOR, stethoscope at neck, thermometer in fingers; the third is a dignified gentleman in his forties with chin whiskers, CAPTAIN ARTHUR KELLER. Their dress is that of 1880, and their voices are southern. The KELLERS’ faces are drawn and worried, until the DOCTOR speaks.]

DOCTOR: She’ll live. [KATE closes her eyes.] You’re lucky, Captain Keller. Tell you now, I thought she wouldn’t.

KELLER [heavily]: Doctor. Don’t spare us. Will she be all right?

DOCTOR: Has the constitution of a goat. Outlive us all. Especially if I don’t get some sleep. [He removes his stethoscope, his face leaves the railing; we continue to hear him, but see KELLER’s hand across the crib take and squeeze KATE’s.]

You run an editorial in that paper of yours, Captain Keller, wonders of modern medicine, we may not know what we’re curing but we cure it. Well, call it acute congestion of the stomach and brain.

[KELLER moves after the DOCTOR, we hear them off-camera; we see only KATE’s tearfully happy face hovering over us, her hand adjusting the blanket.]

KELLER: I’ll see you to your buggy. I won’t undertake to thank you, Doctor—

DOCTOR [simultaneously]: Main thing is the fever’s gone. I’ve never seen a baby, more vitality, that’s the truth. By morning she’ll be knocking down your fences again.

KELLER: Anything that you recommend us to do, we’ll do—

DOCTOR: Might put up stronger fencing. Just let her get well, she knows how to do it better than we do. Don’t poke at Providence, rule I’ve always made it a practice to—
[But throughout, their voices have been dying out of focus, and the image of KATE’s face has begun to swim. Music steals in; we hear the music without distortion, but light and sound otherwise are failing. KATE’s serene face smiles down with love, blurring in a halo of light, then is a spot, then is gone. Darkness.]

[Cut to CAPTAIN KELLER standing in his yard, inside the gate, lamp in hand, the lighted house behind him; we hear, but do not see the DOCTOR.]

DOCTOR: You’re a pair of lucky parents, Captain Keller.

KELLER [with weight]: Thank you.

[The DOCTOR clicks a giddy-yap, we hear the clop of hoofs and roll of wheels. KELLER’s eyes follow the unseen buggy out of sight, then lift to the stars, thanking them too. Suddenly from the house behind him comes a kni ng scream; music out.]

[Cut to KATE’s face again, not from the baby’s eyes, but across the crib, and her look is terrible; she chokes down a second scream. KELLER hurries in to her, the lamp aloft.]

KELLER: Katie!

KATE: Look. [She makes a pass with her hand in the crib, at the unseen child’s face.]

KELLER: What, Katie? She’s well, she needs only time to—

KATE: She can’t see! [She takes the lamp from him, moves it before the child’s face.]

She can’t see!

KELLER [hoarsely]: Helen.

KATE: Or hear. When I screamed she didn’t blink. Not an eyelash—

KELLER: Helen. Helen!

KATE: She can’t hear you.

KELLER: Helen!

[His face has something like fury in it, crying the child’s name; KATE almost fainting takes up the baby’s hand, pressing it to her mouth to stop her own cry. We go close to her lips, kissing the baby’s hand. Dissolve on lips and hand.]
18. In the opening text, the playwright sets the mood by discussing the

19. It is clear from the author’s description in the opening text that the three characters lack

20. The doctor’s first words in the play express what feeling?
A. excitement B. disgust C. surprise D. pessimism

21. Captain Keller’s first words in the play express what feeling?
A. anxiety B. relief C. thankfulness D. anger

22. The doctor clearly believes that baby Helen is unusually

23. The doctor says that baby Helen “has the constitution of a goat.” What does constitution mean as it is used here?
A. freedom B. physical make-up C. sound D. legal document

24. According to this excerpt, the doctor believes that the baby will
A. be upset in the morning. B. get well. C. lose her sight and hearing. D. cry through the night.

25. After the doctor leaves, Mrs. Keller discovers that baby Helen
A. is unconscious. B. is missing. C. still has a fever. D. is unresponsive to sound or movement.

26. According to this excerpt, Mrs. Keller knows that the baby can’t hear when she notices that
A. the baby has acute congestion of the stomach and brain. B. the baby didn’t blink when Mrs. Keller put the lamp near the baby’s face. C. the baby didn’t blink when Mrs. Keller screamed. D. the baby didn’t move when the fire engine went past the house.

27. What is the main idea of this excerpt?
A. Love can solve all problems. B. Miracles can happen. C. Happiness can change to grief in an instant. D. Modern medicine can cure many illnesses.
Passage 5: Inside Alaska

by Rob Knotts

1 As I lower myself into the cave, muddy rope squishes through my descending rack and spills gummy little mounds of slime down the front of my nylon suit. Three meters farther down-rope, the slanting wall veers into a narrow crack. A torrent of water blasts my face with icy spray and powerwashes my suit sparkling clean.

2 “OK!” my friend Eron Gissberg shouts up from the cave passage below. “You’re at the next station.”

3 I look over at a red-and-white, polka-dotted plastic ribbon that Eron has tied to a tiny knob of rock on the cave wall. The heavy stream of water still splashes off my helmet, and the flame of the carbide lantern on the helmet sputters and hisses beneath the deluge. A trickle of water finds its way down the neck of my suit. I shiver as I hold the end of a tape measure up to the ribbon, while dangling on-rope, to measure the distance from the ribbon down to the next station Eron has picked.

4 “On station!” I have to yell above the noise of the waterfall for Eron to hear me. The walls squeeze around me like a limestone coffin. Every breath produces a cloud of fog that makes it difficult to see.

5 Eron and I are creating a map of this vertical cave on Heceta Island, Alaska. This cave and more than six hundred others like it in the Tongass National Forest in southeast Alaska are part of a program to map all the caves in the region.

6 These mapping expeditions were started in 1987 by Kevin and Carlene Allred. Specially trained cavers such as Eron and I travel in oat planes, helicopters, and boats to the scattered islands of southeast Alaska. These explorers spend a month each summer mapping the caves.

Rain Forest in Alaska

7 In this rain forest, the islands get more than one hundred inches of rain yearly. Over thousands of years, rainwater has carried acid from the soil down into the cracks and crevices of the limestone bedrock, dissolving the rock and widening the fractures into the caves we know today.

8 These caves can be dangerous. Most of them are squirmy little holes that go straight down for hundreds of meters. Loose rocks and cold temperatures are constant threats.

9 In some caves there are horizontal passages where cavers have found human-made tools, handwoven cedar baskets, ancient drawings on the walls, and many, many animal bones. Inside the dry, protected areas of the caves, some of these objects have been preserved for thousands of years.

10 When cavers find something that does not naturally occur in a cave, they note its location and inform the Forest Service of their discovery. Scientists use this information to learn more about the people and animals who once lived in the area.
A Mystery

11 Some of these discoveries may help change our ideas about one of the great mysteries of science: How did the first Americans and the ancestors of American Indians come to live on these continents?

12 For many years scientists have thought that the first people to migrate into the Americas did so on foot. During the Ice Age (which ended about ten thousand years ago), an eight-hundred-mile-wide strip of land called the Bering Land Bridge connected Alaska to Russia. Many scientists think people from Asia became the first Americans by following large herds of animals across this land bridge and south through Canada and the United States.

13 But there’s another possibility. Maybe people came from Asia in small boats, skipping from one island to another along the coast.

The Caves’ Clues

14 The island caves hold clues about those times. Inside the caves, Dr. Timothy Heaton of the University of South Dakota has found the bones of many kinds of animals that are now extinct from the area. He discovered that the brown bear, ringed seal, arctic fox, red fox, land otter, and others lived on these islands during the last years of the Ice Age, when glaciers were thought to have covered all of Alaska, including the islands. But the islands must have been free from ice. Otherwise, these animals could not have survived. And ice-free islands mean the way was clear for people to move along the coast.

15 In July 1996, Dr. Heaton led a dig in a small cave on Prince of Wales Island. He discovered the oldest human skeletal remains ever recovered in Alaska. The bones were dated at about 9,200 years ago. Later, at the same cave, Dr. E. James Dixon of the Denver Museum of Natural History discovered a campsite of the same age.

16 These scientists have shown that humans were living on the southern coast of Alaska at the end of the Ice Age. The idea that the first Americans came on foot is still alive, but now there is another reasonable idea: they might have come along the coast by boat.

17 And that is why many cavers return to southeast Alaska each year. Mapping a cave is not just a chance to visit some of the last unexplored regions of our planet. It is also a chance to help discover new information about how animals and humans migrated into the Americas.

28. What is the purpose of paragraphs 1-4?
A. to explain why the writer wrote the article  B. to discuss the main idea of the article
C. to persuade the reader to become a caver   D. to interest the reader

29. In paragraph 3, the word **deluge** means
A. a large amount of water.  B. a trickle of water.
C. a lantern on a helmet.   D. a small cave.

30. Which of the following objects have been found in the caves?
A. wooden boats  B. glaciers  C. fossils  D. cedar baskets
31. What is the most important information in paragraphs 7-10?
A. Cavers’ discoveries help scientists learn more about the people and animals who lived in the area.
B. The islands get more than 100 inches of rain yearly.
C. Loose rocks and cold temperatures make the caves dangerous.
D. Cavers have found things made by humans thousands of years ago.

32. What does the word *migrate* mean in paragraph 12?
A. to follow large herds of animals
B. to move from one place to another
C. to cross a land bridge
D. to feel very grateful

33. For a long time, scientists thought that the first people came to the Americas on foot. According to the article, scientists’ new idea is that the first people might actually have come to the Americas
A. by boat.
B. by swimming.
C. by following large herds of animals.
D. by camping out in caves.

34. What clues make scientists think the Alaskan Islands were free from ice during the Ice Age?
A. human skeletal remains
B. glaciers
C. animal bones
D. pieces of boats

35. What is important about the discovery that the Alaskan Islands were free of ice during the ice age?
A. because it means humans could have migrated to the Americas by boat.
B. because it means that humans could have hunted animals like the arctic fox.
C. because it explains how Asia and the Americas were once connected.
D. because it is evidence of global warming.

36. According to the article, the two scientists who explored the same cave on Prince of Wales Island were
A. Lewis and Clark.
B. Gissberg and Knotts.
C. Tongass and Heceta.
D. Heaton and Dixon.

37. What did Dr. Heaton find on Prince of Wales Island?
A. a wooly mammoth
B. bones of animals that are now extinct
C. the oldest human skeletal remains ever recovered in Alaska
D. a campsite that was 9,200 years old
People in ancient Greece and Rome believed supernatural gods and goddesses, who experienced human emotions like jealousy and passion, directed events in their world. The myth of “Echo and Narcissus” shows the human qualities of the gods and explains the origin of two things in nature, a narcissus flower and an echo.

Passage 6: Echo and Narcissus

1 Liriope, the river nymph, gave birth to a beautiful child. The child was named Narcissus. As he grew, his beauty increased. His dazzling looks had a strange effect upon the woodland spirits, the water and tree nymphs, around whom he spent his days. They all fell in love with him, but he was oblivious, interested only in hunting in the hills with his companions. His pride in his beauty grew so great that he had nothing but scorn for the feelings of others.

2 There was one nymph, Echo by name, who saw Narcissus chasing deer into nets in the hills. Echo was instantly seized by love and could not overcome it. Secretly, she followed him through the wilderness, waiting for her chance to make herself known to him - but one thing held her back: she could not initiate speech on her own. She could only repeat what was said to her. This was her condition, and it had come about because one day the goddess Hera was questioning the nymphs about her husband Zeus. She asked them where Zeus was, suspecting that the unfaithful god had been chasing the lovely nymphs and dwelling among them. Indeed he had, and while he was making his escape, Echo distracted Hera with the flow of entertaining conversation. When Hera learned she had been fooled, she cursed Echo, saying, “From now on your words will not be your own. You will only be able to repeat what is said to you. That way your powers to beguile and distract will be curtailed.”

3 Thereafter Echo could only repeat the words she heard. She could not announce herself to Narcissus. She trailed him silently, hoping for the right circumstance to meet him and declare her love. One day Narcissus had wandered away from his companions, and was in the forest looking for them. Echo was nearby, but Narcissus did not see her. “Is anyone here?” he cried. “Here,” she answered. “Come to me,” he called out. “Come to me,” she replied. “Do not avoid me,” he pleaded. She said the same to him. “Let us meet.” He fell back from her scornfully. “You are not the one I seek. I would die before I would be near you.” Echo advanced toward him, pleading, “I would be near you.” But he ran from her.

4 Haunted by rejection and crushed by shame, Echo hid herself in caves and covered herself with leaves. She began to waste away and disappear. In the end only her bones were left, and these became rocks. But her voice remained. Travelers and wanderers heard it sometimes, answering them with their own words. Still Echo did not forget Narcissus.

5 Meanwhile, Narcissus too fell victim to a curse. Another nymph had fallen in love with him, but was also spurned. This one cried to the heavens for vengeance: “May Narcissus fall into a love that is not returned!” The goddess of righteous anger, Nemesis, heard these words. And so it happened that on a sunny and hot day Narcissus found himself at a pond to which no shepherd’s flocks had been, from which no goats had drunk. It was a wild place. A green meadow surrounded it, and tall trees shaded it from the sun and sheltered it from winds. Putting his face to the waters in order to quench his thirst, Narcissus caught sight of his reflection for the first time. He was astonished by the beautiful face that met his eye.

6 “What star-like eyes are these; what smooth skin! That forehead, that jaw, that gorgeous flowing hair! Who are you? Draw near to me!” He reached his hands to the water, but the reflected image disintegrated. He
waited for it to reappear. “No fortress gates nor city walls; no long rocky highway, not impenetrable forest nor unclimbable mountain stands between us. Yet I cannot reach you! How can this be?” He cried to the endless skies, “How is it that when I find my love his very nearness keeps us far apart?” But there was no answer.

7 Narcissus could not leave his place. Entranced by his own reflection, he began to waste away from hunger and thirst. His strength and his life ebbed away and did not return. Echo hovered around him, invisible and unforgetting. Her disembodied voice repeated his final word, which was “Alas.” He died, and his spirit left his body. Even on the boat of souls, crossing the river between this world and the other one, Narcissus leaned over the edge, looking into those waters, trying to catch a glimpse of the image that so captivated him.

8 The nympha heard of his death and went to the pond to retrieve his body for the funeral ceremony. But when they got there, they found no corpse, only a new blossom with snowy petals and a yellow corona. e flower came to be called “Narcissus,” in honor of the child who came to know himself and fell in love.

1 Beguile - lead by deception or trickery: distract
2 Curtail - make less as if by cutting away a part; reduce

38. Read the sentence from paragraph 1:
They all fell in love with him but he was oblivious, interested only in hunting in the hills with his companions.
According to the sentence above, the best synonym for the word “oblivious” is
A. unaware  B. ignorant  C. generous  D. heroic

39. Why is Echo unable to speak on her own?
A. She is terrified  B. She is cursed by Zeus  C. She is in love with Narcissus  D. She is cursed by Hera

40. Why is Echo “haunted by rejection and crushed with shame”?
A. Echo fooled Hera  B. Narcissus does not want to be with her  C. Echo died  D. Echo killed Narcissus

41. The purpose of the quotation marks in paragraph 2 are to show
A. the author’s thoughts  B. a character’s thoughts  C. a character’s spoken words  D. the title of the story

42. What is the main purpose of paragraph 6?
A. To describe how Narcissus falls in love with Echo  B. To describe how Narcissus falls in love with himself  C. To describe how Narcissus talks to the sky  D. To describe the face of a prince

43. Which of the following sentences best supports the idea that Narcissus had “nothing but scorn for the feelings of others”?
A. “I would die before I would be near you.”  B. “How is it that when I find my love his very nearness keeps us far apart?”  C. “Entranced by his own reflection, he began to waste away from hunger and thirst.”  D. “In the end, only her bones were left, and they became rocks.”