Session 1: Research Simulation Task

Today you will research the topic of how scientists use technology to explore shipwrecks. You will read the article "Exploring an Ancient Wreck." Then you will read the article "Side Scan Sonar" and the article "The Biology of Shipwrecks." As you review these sources, you will gather information and answer questions about shipwrecks so you can write an essay.

Read the article "Exploring an Ancient Wreck." Then answer the questions.

Exploring an Ancient Wreck

by Heather Kyle

1 At the bottom of the Aegean Sea, an ancient, sunken ship serves as a living example of how technology can unlock the secrets of the deep.

2 Some two thousand years ago, a ship sank near Antikythera, an island in southern Greece. The ship lay undisturbed until 1900, when a boat carrying a group of sponge divers went off course. The divers ended up taking shelter on the island. One of the divers discovered the wreckage while searching the sea for food, and the group began to explore it. The wrecked ship, believed to date from 70 to 60 BCE, promised a trove of historical information. The earliest divers were able to recover decorative objects made of marble, bronze, and glass, and remains from what appears to be an instrument that predicts astronomical events.

3 However, exploring the wreck turned out to be dangerous for divers' health. After an exploration in the 1970s, the wreck lay untouched for decades. Recently, though, modern technology has made it possible to again explore the site of the most expansive ancient shipwreck known.

4 In 2014, a team of explorers began an excavation.[1] They were equipped with technology that aided both diving and exploration. The explorers determined that the wreckage was located at too great a depth to use scuba gear, underwater breathing systems commonly used by divers. While scuba gear has the advantage of freeing the diver of heavy equipment, it has drawbacks, including limitations to how deep divers can go and how long they can stay underwater.

5 For the wreck exploration, divers instead used rebreather technology. Generally, divers using scuba gear breathe air through a tube attached to an air tank on the diver's back. The diver's exhaled air enters the water as bubbles. With a rebreather, the diver's exhalation is recycled, rather than released into the water. The rebreather removes carbon dioxide from the diver's exhalation, and adds back in the oxygen and other gases that the diver needs. Rebreathers allow divers to carry less weight, and they also allow divers to stay deep longer.

6 The divers used updated technology to aid their exploration. They mounted stereo cameras (cameras with two lenses) on a self-driving underwater vehicle. This autonomous underwater vehicle, or AUV, is a robotic vehicle that is programmed to perform certain tasks. It is not controlled by humans as it works. Using the cameras on the AUV, the researchers were able to create a high-resolution, three-dimensional map of the wreck site. The maps were extremely precise, down to a tenth of an inch. They were a crucial tool for the team. The divers used waterproofed computer tablets to mark artifacts[2] on the map as they found them. Although bad weather limited the expedition to four days of diving, explorers were able to confirm that a great deal of wreckage still lay untouched underneath a layer of dirt.

[1]excavation—process of digging and removing
[2]artifacts—historic objects

GO ON ▶

7 The following year, a long-term research program got underway using specially designed equipment. An international team of scientists used autonomous robotic mapping equipment to create a multi-dimensional map of 10,500 square meters of the ocean floor. With a precise map of the wreck site, and advanced diving equipment that used rebreathers, divers were able to spend much more time exploring the ocean floor. All of the diving activities were recorded and monitored by a remotely operated vehicle (ROV). The ROV also allowed communication between divers and people on the ocean's surface.

8 Metal detectors proved to be important tools in the excavation. By indicating the expansive area over which debris was scattered, they revealed the enormous size of the ancient ship. Metal detectors allowed researchers to uncover pieces of the ship, as well as some objects that were on board, including a jug and what appears to be part of a statue.

9 Using a type of pump called a water dredge, the team of divers dug through layers of sand and debris. Their effort was rewarded with piece after piece of ancient history. Their finds included furniture, a musical instrument, part of a board game made of glass, and various objects made of metal, glass, or ceramic material. Researchers used 3-D modeling technology to create virtual reconstructions of many of their finds while they were still underwater. Later, they made 3-D models of all the most important recovered artifacts. The next step was scientific analysis of the artifacts, which would determine what sorts of foods, medicines, and other provisions were kept in vessels. Analysis of the lead parts of the ship would reveal where the lead was mined, and, as a result, where the ship came from.

10 While scientists study the artifacts that have been recovered, the Antikythera ship wreck site still holds many mysteries for future explorers to unlock. As technology advances, perhaps future generations will have even greater access to its secrets.

1. **Part A**

Read the sentence from paragraph 2.

> **The wrecked ship, believed to date from 70 to 60 BCE, promised a trove of historical information.**

What is the meaning of the word **trove** as it is used in the sentence?

Ⓐ detailed map

Ⓑ corrected version

Ⓒ large collection

Ⓓ simple plan

Part B

Which sentence from the article **best** supports the answer to Part A?

Ⓐ "Recently, though, modern technology has made it possible to again explore the site of the most expansive ancient shipwreck known." (paragraph 3)

Ⓑ "The explorers determined that the wreckage was located at too great a depth to use scuba gear, underwater breathing systems commonly used by divers." (paragraph 4)

Ⓒ "They mounted stereo cameras (cameras with two lenses) on a self-driving underwater vehicle." (paragraph 6)

Ⓓ "Their finds included furniture, a musical instrument, part of a board game made of glass, and various objects made of metal, glass, or ceramic material." (paragraph 9)

2. **Part A**

What advantage did the introduction of rebreathers give the divers?

Ⓐ They allowed divers to see underwater more clearly.

Ⓑ They allowed divers to explore the wrecked ship close up.

Ⓒ They allowed divers to communicate with people on the surface.

Ⓓ They allowed divers to identify which artifacts were most valuable.

Part B

Which statement from the passage **best** supports the answer to Part A?

Ⓐ "While scuba gear has the advantage of freeing the diver of heavy equipment, it has drawbacks, including limitations to how deep divers can go, and how long they can stay underwater." (paragraph 4)

Ⓑ "Using the cameras on the AUV, the researchers were able to create a high-resolution, three-dimensional map of the wreck site." (paragraph 6)

Ⓒ "All of the diving activities were recorded and monitored by a remotely operated vehicle (ROV)." (paragraph 7)

Ⓓ "Metal detectors allowed researchers to uncover pieces of the ship, as well as some objects that were on board, including a jug and what appears to be part of a statue." (paragraph 8)

GO ON ▶

Read the passage "Side Scan Sonar." Then answer the questions.

Side Scan Sonar

by Gary Masera

1 In 1944, a British cargo vessel called the *Empire Knight* sank off the coast of Maine. Because the wreck contains large amounts of mercury, which is an environmental hazard, the U.S. Coast Guard has declared a Permanent Safety Zone around the site. That means that nobody is allowed to attempt to salvage the wreckage, or even to dive or fish in the area. But how is the area around a vessel that has vanished beneath the sea determined? Scientists use a technology called side scan sonar to find the ocean floor location of objects such as wrecked ships.

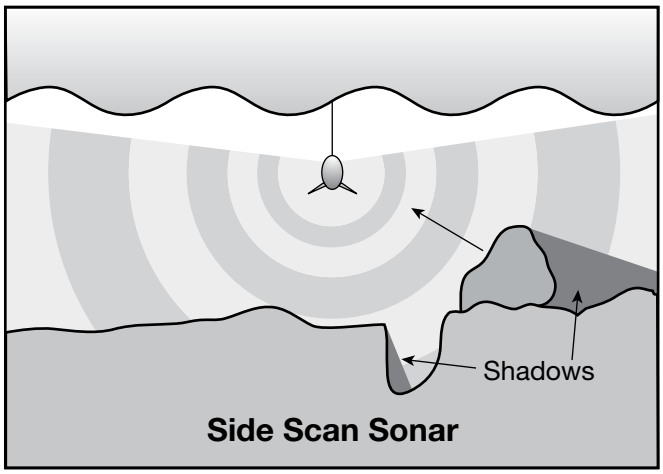
2 Sonar is a technology that uses sound waves to explore and map the ocean. Scientists use sonar to locate underwater objects that might pose a danger to water vessels. They also use it to locate shipwrecks and to map the sea floor. Scientists send sound waves out into the water and listen for the returning echoes. They can calculate how far away or how deep objects are by measuring the amount of time that passes between when the signal is sent out and an echo comes back.

3 Side scan sonar is a type of sonar that measures the strength of the returning echo, rather than the length of time it took to travel. Side sonar instruments are towed behind ships, beneath the surface of the ocean. These instruments are called tow vehicles. From each side of the tow vehicle, pulsed signals are sent down into the ocean. The signals are then reflected back from the bottom of the ocean floor, and from any objects that are down there. Hydrophones, which are receivers on the tow vehicle, receive the returning sounds. These sounds are made into an image that shows where the echo strength was greatest. The image is darkest where echo strength is greatest. The image can show where objects lie on the ocean floor.

4 While side scan sonar is sensitive enough to measure an object smaller than half an inch, it is commonly used to find much larger objects at the bottom of the sea. As in the case of the *Empire Knight*, it is used to locate sunken ships. It is also used to locate such large objects as downed aircraft, pipelines, and cargo. Because of its sensitivity, the technology is also used to make detailed maps and to study the ocean floor.

5 In the case of the *Empire Knight*, the side scan sonar transmitted sound waves into the water. The sound waves reflected off the ship's remains and echoed back to the tow vehicle. An area behind the sunken ship was "shaded" from sound. Just as an object on land blocks out sun, causing a shadow, the wreckage blocked sound waves from reaching the area behind it. This "shadow" shows up as a white spot on the side scan sonar image.

6 Side scan sonar, then, effectively uses sound to create images. The information gained from side scan sonar is essential in the discovery and exploration of sunken ships, and other mysteries of the ocean floor.



Side Scan Sonar

In most cases, stronger reflections are received from rocks and from objects directly facing sonar.

3. **Part A**

Which statement describes the central idea of "Side Scan Sonar"?

Ⓐ Side scan sonar is a technology that allows scientists to create images using sound waves.

Ⓑ Side scan sonar is a technology that helps scientists locate underwater hazards.

Ⓒ Side scan sonar is a technology that gives scientists the ability to locate sunken ships.

Ⓓ Side scan sonar is a technology that lets scientists make highly detailed maps.

Part B

Select **two** pieces of evidence from the article that **best** support the answer to Part A.

Ⓐ "Because the wreck contains large amounts of mercury, which is an environmental hazard, the U.S. Coast Guard has declared a Permanent Safety Zone around the site." (paragraph 1)

Ⓑ "These sounds are made into an image that shows where the echo strength was greatest." (paragraph 3)

Ⓒ "While side scan sonar is sensitive enough to measure an object smaller than half an inch, it is commonly used to find much larger objects at the bottom of the sea." (paragraph 4)

Ⓓ "It is also used to locate such large objects as downed aircraft, pipelines, and cargo." (paragraph 4)

Ⓔ "In the case of the *Empire Knight*, the side scan sonar transmitted sound waves into the water. (paragraph 5)

Ⓕ "This 'shadow' shows up as a white spot on the side scan sonar image." (paragraph 5)

4. Number the statements below in chronological order to show how side scan sonar helped scientists explore the *Empire Knight*.

_____ Sound waves were sent into the water from the tow vehicle.

_____ An image was created based on the sound waves.

_____ The *Empire Knight* sank off the coast of Maine.

_____ Reflected sound waves reached the tow vehicle.

_____ The U.S. Coast Guard needed to determine the area around the sunken ship.

_____ Sound waves reflected off the sunken remains of the ship.

GO ON ▶

5. **Part A**

What aspect of side scan sonar discussed in the article does the diagram emphasize?

Ⓐ the usefulness of a sound shadow in creating an image

Ⓑ the sensitivity of sonar that allows it to create detailed maps

Ⓒ the ability of sonar to locate large objects underwater

Ⓓ the dangers posed by sunken ships containing mercury

Part B

Which statement from the article supports the answer to Part A?

Ⓐ "That means that nobody is allowed to attempt to salvage the wreckage, or even to dive or fish in the area." (paragraph 1)

Ⓑ "Hydrophones, which are receivers on the tow vehicle, receive the returning sounds." (paragraph 3)

Ⓒ "While side scan sonar is sensitive enough to measure an object smaller than half an inch, it is commonly used to find much larger objects at the bottom of the sea." (paragraph 4)

Ⓓ "An area behind the sunken ship was 'shaded' from sound." (passage 5)

Read the article "The Biology of Shipwrecks." Then answer the questions.

The Biology of Shipwrecks

by Tamika Brandon

1 Beneath the waters off the coast of North Carolina, sea life swarms around reefs, ridges of material near the ocean's surface. Reefs are essential to many kinds of fish, providing them with food and protection. Some of these reefs are natural to the environment, formed of exposed bedrock.[1] Others come from a more surprising source: the remains of sunken ships.

2 Many types of fish, including grouper and conger eel, make their home around a particular sunken submarine that scientists decided to study more closely. They were interested in bringing together two fields of study: archaeology and biology. Recreating the history of shipwrecks has traditionally belonged to the field of archaeology. The study of how fish create a habitat around wrecked underwater structures has traditionally fallen to biologists. Such explorations were carried out at different times, using different tools. Now, scientists wanted to bring the two fields of study together, gathering information at the same time and with the same tools.

3 To study how the fish use the sunken ship as their habitat, scientists used methods similar to those used to locate the submarine. Both tasks rely on a combination of old and new technologies that provide scientists with images and information from the sea. In this case, scientists determined that submersibles, underwater vehicles, could safely explore the area and gather information. The submersibles held video cameras that recorded fish swimming around the sunken submarine. The submersibles also used laser-line scanners, tools that capture the shape of a three-dimensional object using a beam of light. The laser-line scanners sent light beams across the reefs created by the sunken submarine. They created models that showed where in the reefs the fish lived, as well as the number of fish and their size.

4 More information about ecosystems in shipwrecks off the North Carolina coast came from four sunken ships from World War II. Scientists studying the habitats around these wrecked ships discovered around forty species of fish. They made note of the different types of fish around each ship, as well as other types of sea life, such as algae and sea sponges.

5 The diverse populations of sea life that occur around many shipwrecks are an important part of ocean ecology. In some places, including coastal North Carolina, they are also a food source for the local population. What, then, is to be done when a shipwreck is discovered? Should it be left alone, or brought to land? Among the many considerations are whether the shipwreck contains any harmful materials that must be contained, or valuable objects that should be studied and preserved. However, a primary consideration must also be the ecosystems that form and thrive in the reefs created by sunken ships.

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[1]bedrock—solid rock found under layers of material

GO ON ▶

6. **Part A**

Read the sentence from paragraph 2 of the passage.

> **Now, scientists wanted to bring the two fields of study together, gathering information at the same time and with the same tools.**

What does this sentence suggest about the two fields of study?

Ⓐ There is growing interest in learning how they are alike.

Ⓑ There is a growing need for more information about them.

Ⓒ There is a similarity between the methods used in the fields.

Ⓓ There is a small period of time in which work on them can be done.

Part B

Which sentence from the article **best** supports the answer to Part A?

Ⓐ "Both tasks rely on a combination of old and new technologies that provide scientists with images and information from the sea." (paragraph 3)

Ⓑ "The submersibles held video cameras that recorded fish swimming around the sunken submarine." (paragraph 3)

Ⓒ "More information about ecosystems in shipwrecks off the North Carolina coast came from four sunken ships from World War II." (paragraph 4)

Ⓓ "However, a primary consideration must also be the ecosystems that form and thrive in the reefs created by sunken ships." (paragraph 5)

7. **Part A**

Read the sentence from paragraph 5 of the passage.

> **The diverse populations of sea life that occur around many shipwrecks are an important part of ocean ecology.**

What is the meaning of the word **diverse** in this sentence?

Ⓐ varied

Ⓑ healthy

Ⓒ important

Ⓓ endangered

Part B

Which sentence from the passage **best** supports the answer to Part A?

Ⓐ "Some of these reefs are natural to the environment, formed of exposed bedrock." (paragraph 1)

Ⓑ "The study of how fish create a habitat around wrecked underwater structures has traditionally fallen to biologists." (paragraph 2)

Ⓒ "They made note of the different types of fish around each ship, as well as other types of sea life, such as algae and sea sponges." (paragraph 4)

Ⓓ "Among the many considerations are whether the shipwreck contains any harmful materials that must be contained, or valuable artifacts that should be studied and preserved." (paragraph 5)

GO ON ▶

8. You have now read one article about a technology used to study shipwrecks and two articles about the exploration of shipwrecks. Write an essay explaining how modern technology can inform us about the present and unlock secrets of the past. Be sure to use details from **all three** articles to support your answer.

STOP

Session 2: Narrative Writing Task

Today you will read a passage from a novel. As you read, pay close attention to the characters and events as you answer the questions to prepare to write a narrative story.

Read the passage from *The Box-Car Children*. Then answer the questions.

from *The Box-Car Children*

by Gertrude Chandler Warner
published by Rand McNally, 1924

In the following excerpt, four children find shelter in an abandoned box-car.

1 The next morning Jess was up before the others, as was fitting for a little housekeeper. That is, she was first if we except the dog, who had opened one eye instantly every time his little mistress stirred in her sleep. He sat watching gravely in the door of the car as Jess descended to get breakfast. She walked from the little waterfall quite a distance down the brook, looking at it with critical eyes.

2 "This will be the well," she said to herself, regarding a small but deep and quiet basin just below the falls. Below that she found a larger basin, lined with gravel, with flat stones surrounding it.

3 "This will be the washtub," she decided. "And now I must go back to the refrigerator." This was the strangest spot of all, for behind the little waterfall was a small quiet pool in which Jess had set the milk bottles the night before. Not a drop of water could get in, but all night long the cool running water had surrounded the bottles. They were now fairly icy to the touch. Jess smiled as she drew them out.

4 "Is it good?" asked Benny's voice. There he sat in the door of the car, swinging his legs, his arm around the shaggy dog.

5 "It's delicious!" declared Jess. "Cold as ice." She climbed up beside him as she spoke, bringing the breakfast with her. The other two children sat up and looked at it.

6 "Today, Jess," began Henry, "I will go back to town and try to get a job mowing lawns or something. Then we can afford to have something besides milk for breakfast."

7 Milk suited Benny very well, however, so the older children allowed him to drink rather more than his share. Henry did not waste any time talking. He brushed his hair as well as he could without a brush, rolled down his sleeves, and started for town with the second dollar.

8 "Glad you've got a dog, Jess," he called back, as he waved his straw hat.

9 The children watched him disappear around the curve and then turned to Jess expectantly. They were not mistaken. Jess had a plan.

10 "We'll explore," she began mysteriously. "We'll begin here at the car, and hunt all over these woods until we find a dump!"

11 "What's a dump?" inquired Benny.

12 "O Benny!" answered Violet. "You know what a dump is. All old bottles and papers and broken dishes."

13 "And wheels?" asked Benny interestedly. "Will there be any old wheels?"

14 "Yes, maybe," assented Violet. "But cups, Benny! Think of drinking milk out of a cup again!"

15 "Oh, yes," said Benny, politely. But it was clear that his mind was centered on wheels rather than cups.

16 The exploring party started slowly down the rusty track, with the dog hopping happily on three legs. The fourth paw, nicely bandaged with Jess' handkerchief, he held up out of harm's way.

9. **Part A**

Which statement **best** describes the central idea of the passage?

Ⓐ The children must find creative ways to make a home in a new place.

Ⓑ The children must find a way to get back to their house in town.

Ⓒ Three of the children want to make a home in a box-car, but the fourth would rather live in town.

Ⓓ One of the children decides to make all of the important decisions for the others.

Part B

Select **two** details from the passage that **best** support the answer in Part A.

Ⓐ "The next morning Jess was up before the others, as was fitting for a little housekeeper." (paragraph 1)

Ⓑ "'This will be the well,' she said to herself, regarding a small but deep and quiet basin just below the falls." (paragraph 2)

Ⓒ "'Today, Jess,' began Henry, 'I will go back to town and try to get a job mowing lawns or something.'" (paragraph 6)

Ⓓ "The children watched him disappear around the curve and then turned to Jess expectantly." (paragraph 9)

Ⓔ "'We'll begin here at the car, and hunt all over these woods until we find a dump!'" (paragraph 10)

Ⓕ "The fourth paw, nicely bandaged with Jess' handkerchief, he held up out of harm's way." (paragraph 16)

10. **Part A**

How does Benny's point of view create a sense of humor in the passage?

Ⓐ Because he is adventurous, he sets off to find the dump with the most enthusiasm.

Ⓑ Unlike the other children, he views going to the dump as a form of play only.

Ⓒ Unlike the other children, he is not afraid to say what he really thinks of the search.

Ⓓ Because he is the youngest, he forms the closest attachment with the dog.

Part B

Which sentence from the passage **best** supports the answer to Part A?

Ⓐ "There he sat in the door of the car, swinging his legs, his arm around the shaggy dog." (paragraph 4)

Ⓑ "Milk suited Benny very well, however, so the older children allowed him to drink rather more than his share." (paragraph 7)

Ⓒ "'What's a dump?' inquired Benny." (paragraph 11)

Ⓓ "But it was clear that his mind was centered on wheels rather than cups." (paragraph 15)

GO ON ▶

11. **Part A**

How does the author portray the setting in the passage?

Ⓐ as a dangerous and unforgiving wilderness

Ⓑ as a magical forest of plenty

Ⓒ as a safe but unknown area of possibility

Ⓓ as a bustling and familiar part of town

Part B

Select **two** sentences from the passage that **best** support the answer to Part A.

Ⓐ "He sat watching gravely in the door of the car as Jess descended to get breakfast." (paragraph 1)

Ⓑ "That is, she was first if we except the dog, who had opened one eye instantly every time his little mistress stirred in her sleep." (paragraph 1)

Ⓒ "This was the strangest spot of all, for behind the little waterfall was a small quiet pool in which Jess had set the milk bottles the night before." (paragraph 3)

Ⓓ "There he sat in the door of the car, swinging his legs, his arm around the shaggy dog." (paragraph 4)

Ⓔ "He brushed his hair as well as he could without a brush, rolled down his sleeves, and started for town with the second dollar." (paragraph 7)

Ⓕ "The exploring party started slowly down the rusty track, with the dog hopping happily on three legs." (paragraph 16)

12. **Part A**

Based on the passage, what is one problem the characters must face?

Ⓐ They do not have food and may grow hungry.

Ⓑ They do not know how to find their way back to adults.

Ⓒ They cannot decide which of them should be in charge.

Ⓓ They must hide a dog they have found from uncertain danger.

Part B

Which event from the passage **best** supports the answer to Part A?

Ⓐ Jess bandages the dog's injured paw.

Ⓑ Jess tells the children that she will lead the exploring party.

Ⓒ Henry goes to town to try to find a job.

Ⓓ None of the children know where to find the dump.

13. In the passage, the author tells a story of four children who find shelter in an abandoned box-car. Write an original story about Henry, Jess, Violet, and Benny finding shelter on a desert island. In your story, be sure to use what you have learned about the characters as you tell what happens to them.

GO ON ▶

Read the poem "The Ballad of John Henry." Then answer the questions.

In the middle of the nineteenth century, railroad workers used hammers and steel spikes to carve tunnels through mountains. It was backbreaking work requiring an enormous amount of strength and endurance. This ballad is about a contest between a railroad worker named John Henry and a new invention that threatened to take away the workers' jobs—the steam-powered drill. Scholars disagree about the actual origin of the legend, but most agree that, although the details have been exaggerated, the legend may contain some seeds of truth.

The Ballad of John Henry

an American folk song
from *The Century*, November 1896–April 1897

When John Henry was a little tiny baby
Sitting on his mama's knee,
He picked up a hammer and a little piece of steel
Saying, "Hammer's going to be the death of me, Lord, Lord,
Hammer's going to be the death of me."

John Henry was a man just six feet high,
Nearly two feet and a half across his breast.
He'd hammer with a nine-pound hammer all day
And never get tired and want to rest, Lord, Lord,
And never get tired and want to rest.

John Henry went up on the mountain
And he looked one eye straight up its side.
The mountain was so tall and John Henry was so small,
He laid down his hammer and he cried, "Lord, Lord,"
He laid down his hammer and he cried.

John Henry said to his captain,
"Captain, you go to town,
Bring me back a twelve-pound hammer, please,
And I'll beat that steam drill down, Lord, Lord,
I'll beat that steam drill down."

The captain said to John Henry,
"I believe this mountain's sinking in."
But John Henry said, "Captain, just you stand aside—
It's nothing but my hammer catching wind, Lord, Lord,
It's nothing but my hammer catching wind."

GO ON ▶

John Henry said to his shaker,
"Shaker, boy, you better start to pray,
'Cause if my twelve-pound hammer miss that little piece of steel,
Tomorrow'll be your burying day, Lord, Lord,
Tomorrow'll be your burying day."

John Henry said to his captain,
"A man is nothing but a man,
But before I let your steam drill beat me down,
I'd die with a hammer in my hand, Lord, Lord,
I'd die with a hammer in my hand."

The man that invented the steam drill,
He figured he was mighty high and fine,
But John Henry sunk the steel down fourteen feet
While the steam drill only made nine, Lord, Lord,
The steam drill only made nine.

John Henry hammered on the right-hand side.
Steam drill kept driving on the left.
John Henry beat that steam drill down.
But he hammered his poor heart to death, Lord, Lord,
He hammered his poor heart to death.

Well, they carried John Henry down the tunnel
And they laid his body in the sand.
Now every woman riding on a C and O train says,
"There lies my steel-driving man, Lord, Lord,
There lies my steel-driving man."

14. Read the sentences in the charts below. They are analyses of stanzas from the poem "The Ballad of John Henry."

Stanza Number		Analysis of Stanza
	→	Beating the steam drill is John Henry's destiny.

Stanza Number		Analysis of Stanza
	→	John Henry is a symbol of human strength and endurance.

Complete each chart by identifying a stanza from the poem that **best** supports the analysis. Choose from the stanzas listed below. Write in just **one** stanza for each analysis.

the first	the third
the sixth	the eighth
the tenth	

15. **Part A**

Read lines 4 and 5 from "The Ballad of John Henry."

> **Saying, "Hammer's going to be the death of me, Lord, Lord,**
> **Hammer's going to be the death of me."**

What impact do these lines have on the poem?

Ⓐ They make John Henry's downfall seem avoidable.

Ⓑ They foreshadow what later happens to John Henry.

Ⓒ They reveal that John Henry loved hammering from an early age.

Ⓓ They raise the question of whether John Henry's word is trustworthy.

Part B

Which line from the poem provides the evidence that **best** supports the answer to Part A?

Ⓐ "When John Henry was a little tiny baby" (line 1)

Ⓑ "Bring me back a twelve-pound hammer, please" (line 18)

Ⓒ "Tomorrow'll be your burying day" (line 30)

Ⓓ "He hammered his poor heart to death" (line 45)

GO ON ▶

16. **Part A**

What is an important theme of the poem?

Ⓐ People should not try to do work that can be done by machines.

Ⓑ Inner strength is more important than outer strength.

Ⓒ Remarkable people are unaware of the qualities that make them great.

Ⓓ The human spirit is stronger than any machine.

Part B

Which line from the poem **best** supports the answer to Part A?

Ⓐ "The mountain was so tall and John Henry was so small," (line 13)

Ⓑ "And I'll beat that steam drill down, Lord, Lord," (line 19)

Ⓒ "John Henry hammered on the right-hand side." (line 41)

Ⓓ "He hammered his poor heart to death." (line 45)

Read the story "John Henry: Man vs. Machine." Then answer the questions.

John Henry: Man vs. Machine

by Robert San Souci, *Faces*

1 Folks say lightning flashed and the whole state of Virginia shook the night John Henry was born to Preacher Henry and his wife. The same folks say he weighed 44 pounds at birth.

2 Even as a baby, John loved hammering things. By age 10, he could hammer down fence posts like a grown man. At 18, he was more than six feet tall, weighed about 200 pounds, and was strong as a locomotive. When working on the family's small farm, he would hear a distant train whistle and say, "Someday, I'm gonna be a steel driver for the railroad."

3 So he went to West Virginia and signed on with the Chesapeake & Ohio—called the C&O—railroad crew, working on the Big Bend Tunnel. One and a quarter miles long, it would cut through a mountain and become the longest railroad tunnel in America.

4 John Henry was hired as a "driver," who hammered a steel drill into the rock to make an opening for blasting powder. His every blow drove the drill an inch deeper into solid rock. The work was hard and the days were hot, but John loved the idea that his hammering was helping make a tunnel through which trains would soon roar. His boss boasted, "He's my finest driver. I'd match him against any man."

5 Though tough, John had a tender heart and fell in love with Lucy, who worked as a maid. She was short to his tall, coffee and cream to his ebony—but while she seemed soft, she was a steel-driving woman from a family of railroad workers. She could lay down rails second only to John Henry, if she had a mind to. They were soon married, and lived in one of the little wooden shanties that housed the railroad workers. The whole crew turned out for the wedding. They bought John a new 20-pound hammer and gave Lucy a flapjack turner big enough to flip hotcakes the size of wagon wheels.

The Iron Monster

6 Word reached the tunneling crew that the owners of the C&O railroad were thinking of buying a newly invented steam drill to replace many workers.

7 John Henry and the other men laughed and called it "the iron monster."

8 But the drill's inventor insisted, "My machine will drill a hole faster than any 10 men!" Then John began to worry that he might lose his job and his and Lucy's dream of buying a farm. And it bothered him to think that folks would say the tunnel was dug by a machine, not a good, honest man's work.

9 So John went to his boss and said, "You tell everyone, 'I've got a man who can swing two 20-pound hammers. He'll beat that steam drill down and prove that a man is better than any iron monster.' But you gotta promise, if I win, you'll keep all the men working until the Big Bend Tunnel is finished."

10 The boss agreed to a 30-minute contest. If the machine outdrilled John Henry, the C&O would buy it and fire the workers. But if John Henry won, they would pay him $100, and he and the other men could keep their jobs.

11 Lucy was worried, and tried to get him to give up his plan. But John kissed her and said, "The men are countin' on me. And with that money, we can buy our farm. Besides, a man ain't nothin' but a man. I gotta prove that no machine can drill better than a sledgehammer and steel in an honest man's hand."

The Contest

12 The next day, the man-giant and the steam drill lined up side by side, near the end of the tunnel, while a big crowd gathered inside.

13 The boss dropped his flag and the contest began.

GO ON ▶

14 At first the steam-powered drill pulled ahead.

15 But this only made John Henry slam his hammer down faster. By the time the contest was halfway over, John Henry's spikes were biting just as deep as the machine's, while the men cheered.

16 Soon John's 20-pounders rose and fell so fast they were almost invisible. The sweat poured down his face, and he grunted as he strained to lift his hammers. Still John slammed away. And he smiled when he saw the steam drill begin to overheat and shake.

17 John pulled farther ahead. His muscles were aching and the rock seemed to grow harder, but this only made him pound more forcefully. Just before the boss yelled, "Time!," the mechanical spike driver shook and wheezed and ground to a halt.

18 But John Henry could not slow down at first. He drove his spike several inches deeper, then suddenly fell to the ground. The men carried him out of the tunnel and laid him with his head in Lucy's lap.

19 "Lucy," he gasped. "Did I beat that steam drill?"

20 "You did," she said, her tears falling like cool rain on his burning face.

21 "Oh, Lucy, I hear a roarin' in my head, like a locomotive rushin' down the tracks," John said. Then his soul boarded the train that only he could see.

22 While John Henry died that hot July day, his story became a part of railroad legend. Wherever a train speeds over the tracks, some part of John Henry rides the rails with it.

17. **Part A**

Based on details in the story "John Henry: Man vs. Machine," which of the following statements **best** describes John Henry?

Ⓐ He has a hard time figuring out what he wants to do in life.

Ⓑ He wants the tunnel finished more than anything else.

Ⓒ He cares deeply about his fellow workers.

Ⓓ He thinks his boss is a dishonest man.

Part B

Which detail from the story **best** supports the answer to Part A?

Ⓐ "So he went to West Virginia and signed on with the Chesapeake & Ohio—called the C&O—railroad crew, working on the Big Bend Tunnel." (paragraph 3)

Ⓑ "The work was hard and the days were hot, but John loved the idea that his hammering was helping make a tunnel through which trains would soon roar." (paragraph 4)

Ⓒ "Word reached the tunneling crew that the owners of the C&O railroad were thinking of buying a newly invented steam drill to replace many workers." (paragraph 6)

Ⓓ "'But you gotta promise, if I win, you'll keep all the men working until the Big Bend Tunnel is finished.'" (paragraph 9)

18. **Part A**

The narrator of "John Henry: Man vs. Machine" does not describe Lucy's internal feelings either during or after the contest. What effect is this **most likely** intended to have?

Ⓐ It allows the image of Lucy's falling tears to show how intensely she feels about John Henry.

Ⓑ It increases the reader's wish to know Lucy's reaction to the sound John Henry claims to hear.

Ⓒ It creates a feeling of indifference when Lucy holds John Henry after he falls to the ground.

Ⓓ It shows how both Lucy and John Henry will be a part of railroad myths forever.

Part B

Which sentence from the story **best** supports the answer to Part A?

Ⓐ "The men carried him out of the tunnel and laid him with his head in Lucy's lap." (paragraph 18)

Ⓑ "'You did,' she said, her tears falling like cool rain on his burning face." (paragraph 20)

Ⓒ "'Oh, Lucy, I hear a roarin' in my head, like a locomotive rushin' down the tracks,' John said." (paragraph 21)

Ⓓ "While John Henry died that hot July day, his story became a part of railroad legend." (paragraph 22)

GO ON ▶

Refer to the poem "The Ballad of John Henry" and the story "John Henry: Man vs. Machine." Then answer question 19.

19. Study the chart below. It discusses the structures of the two passages about John Henry.

Name of Text	Structure of Text	Why the Author Most Likely Used This Structure
"The Ballad of John Henry"	The text is written in short rhyming _____ grouped into _____.	The author wanted to focus on _____ parts of the story of John Henry.
"John Henry: Man vs. Machine"	The text is written as longer _____ grouped into _____.	The author wanted to supply more _____ details about the story of John Henry.

Complete the chart above by writing in words from the table below. Only **six** of the nine words are correct.

sentences	factual	extensive
vague	brief	dialogue
lines	stanzas	paragraphs

STOP

Session 3: Reading Literature and Informational Texts

Read the article and then answer the questions.

Code Breaking and Computers in Bletchley Park

by Thomas Bender

1 If you didn't know the history of Bletchley Park, it would be easy to walk by this sprawling yet unassuming mansion in England without giving it a second look. Today, it is the location of both the National Codes Centre and the National Museum of Computing. However, during the Second World War, it was a top-secret location where undercover codebreakers reported for duty. The codebreakers quietly but determinedly helped the Allies (the countries that joined together against German forces) to win the war. The work done at Bletchley Park was significant both because it allowed the Allies to gather information from behind enemy lines, and because it was where the first computer was developed.

Communication During Wartime

2 The Germans went to great lengths to protect sensitive military information during World War II. One of the ways they did this was by using codes to communicate. Sending important military and intelligence messages by code was meant to keep them secret from the enemy. For instance, the following string of letters uses a substitution code: GISSN. In this "word," G is used in place of H, I in place of E, S in place of L, and N in place of O. Once a person has this information, it is easy to see that these letters spell "hello." This is a simplified example, but it shows the idea of how using a code worked.

3 During the war, a person who received an encoded message would be able to comprehend its meaning because he or she would have the key necessary to interpret it. However, an average person would merely see what looked like a random string of numbers, letters, or symbols. It wouldn't make any sense at all.

4 The Germans thought that the communication system they had created was foolproof and that their code would be impossible for an outsider to decipher. Those who worked at Bletchley Park and other key players ultimately proved them wrong.

The Players in the Code Game

5 The names of certain individuals—especially the mathematician Alan Turing—are practically synonymous with Bletchley Park. But, the drama of figuring out the various intelligence codes used during the Second World War actually involved a cast of thousands.

6 These individuals can be divided into four main groups: the informers, the interceptors, the decoders, and the reporters. The first group consisted of insiders in Poland. They not only broke an early version of the German Enigma code, but they also succeeded in recreating a machine used to read it. They shared what they knew with Britain. Without this vital information, it's quite possible nobody would know the name of Bletchley Park today. The interceptors covertly eavesdropped on Germany's radio messages, sending them along to the team at Bletchley. Here, the codebreakers made sense of the communications. The final group used the decoded messages to compile intelligence reports focusing on the activities of the German Navy, Army, and Air Force.

GO ON ▶

Enigma: Cracking the Code

7 Enigma was a very clever code that involved using a machine by the same name. German officials would rotate the wheels of the machine into a certain position and then type their message. The recipient of the message could unscramble it using the same machine only because they knew the position of its wheels. Billions of code variations could be produced using this deceptively simple-looking contraption. The Germans also changed the code regularly to prevent anyone who might be trying to crack it from making progress.

8 The mathematicians Alan Turing and Gordon Welchman created a device called the Bombe to convert German messages into a form that could be easily understood. The machine worked by using the process of elimination principle. By ruling out potential code variations, the correct one could eventually be pinpointed.

9 The Bombe creators knew that messages often had commonly used words and phrases. They also knew that no letter would ever stand for itself; the letter A, for instance, would always represent another letter. This knowledge allowed them to reduce the billions of possibilities down to a more manageable number.

Keeping Up: Deciphering Later Codes and the First Computer

10 After the team at Bletchley Park figured out the Enigma code, the Germans moved on to an even more sophisticated method of encryption that they honed and perfected. The British called this new code Fish. By 1944, cracking the code by hand was no longer possible. It became necessary to invent a machine that could process more digital information in a much shorter time than a human codebreaker was capable of processing.

11 The ultimate solution to figuring out Fish was a machine called Colossus. It is often described as the ancestor of the modern computer, but comparing it to an Internet-wired laptop is a little like equating a house cat with a tiger. They are related, but the differences are at least as numerous as the similarities.

12 Colossus was absolutely massive, and it operated thanks to well over 1,000 vacuum tubes. Still, its capabilities were impressive, at least for the time. Using it, the Bletchley Park team could complete mathematical calculations that would have taken weeks to do by hand in a matter of hours. This allowed them to do the extensive work necessary to crack the mind-boggling German code. Colossus also laid the groundwork for the development of the faster, smaller, and more user-friendly computers people use today.

20. **Part A**

Which describes an important similarity between codemakers and codebreakers?

Ⓐ Both groups depend on perfect secrecy to accomplish their missions.

Ⓑ Historically, both groups have relied on machines to do their work.

Ⓒ Both groups need the code, but not necessarily the key, to do their jobs.

Ⓓ In order to succeed, both groups must constantly improve their technology.

Part B

Select **two** sentences from the article that **best** support the answer to Part A.

Ⓐ "The codebreakers quietly but determinedly helped the Allies (the countries that joined together against German forces) to win the war." (paragraph 1)

Ⓑ "The Germans thought that the communication system they had created was foolproof and that their code would be impossible for an outsider to decipher." (paragraph 4)

Ⓒ "But, the drama of figuring out the various intelligence codes used during the Second World War actually involved a cast of thousands." (paragraph 5)

Ⓓ "The interceptors covertly eavesdropped on Germany's radio messages, sending them along to the team at Bletchley." (paragraph 6)

Ⓔ "The mathematicians Alan Turing and Gordon Welchman created a device called the Bombe to convert German messages into a form that could be easily understood." (paragraph 8)

Ⓕ "After the team at Bletchley Park figured out the Enigma code, the Germans moved on to an even more sophisticated method of encryption that they honed and perfected." (paragraph 10)

GO ON ▶

21. **Part A**

Read this sentence from the article.

> **The interceptors covertly eavesdropped on Germany's radio messages, sending them along to the team at Bletchley.**

The prefix *inter-* means "between," and the word part *cept* means "to take." What does the word **interceptor** mean?

Ⓐ one who broadcasts radio messages to bring down his enemy

Ⓑ one who can't decide between two sides, as in a war or argument

Ⓒ one who seizes something that is on its way from one place to another

Ⓓ one who takes part in cracking codes by means of a hidden key

Part B

Which word from the sentence in Part A best helps the reader understand the meaning of **interceptor**?

Ⓐ "covertly"

Ⓑ "eavesdropped"

Ⓒ "radio"

Ⓓ "team"

22. **Part A**

What key idea does the last paragraph of the article support?

Ⓐ A technology's effect is relative to its era.

Ⓑ Powerful computers require thousands of parts.

Ⓒ German codes were the most difficult in the world.

Ⓓ The Bletchley Park team did mathematical calculations slowly.

Part B

Which sentence from the last paragraph **most clearly** develops the answer to Part A?

Ⓐ "Colossus was absolutely massive, and it operated thanks to well over 1,000 vacuum tubes."

Ⓑ "Still, its capabilities were impressive, at least for the time."

Ⓒ "Using it, the Bletchley Park team could complete mathematical calculations that would have taken weeks to do by hand in a matter of hours."

Ⓓ "This allowed them to do the extensive work necessary to crack the mind-boggling German code."

23. **Part A**

How does the author acknowledge the viewpoint of people who might not agree that Colossus was the first computer?

Ⓐ He admits that Colossus was extremely different from modern computers.

Ⓑ He agrees that Colossus was more like a calculator than a laptop.

Ⓒ He points out that Colossus wasn't able to process digital information very efficiently.

Ⓓ He recognizes that today's computers would still exist even if Colossus had never been built.

Part B

Which sentence from the article **best** supports the answer to Part A?

Ⓐ "It became necessary to invent a machine that could process more digital information in a much shorter time than a human codebreaker was capable of processing." (paragraph 10)

Ⓑ "The ultimate solution to figuring out Fish was a machine called Colossus." (paragraph 11)

Ⓒ "It is often described as the ancestor of the modern computer, but comparing it to an Internet-wired laptop is a little like equating a house cat with a tiger." (paragraph 11)

Ⓓ "Colossus also laid the groundwork for the development of the faster, smaller, and more user-friendly computers people use today." (paragraph 12)

24. **Part A**

What is the author's main argument in paragraphs 5 and 6?

Ⓐ Mathematician Alan Turing was the person most responsible for England's success in breaking German codes.

Ⓑ Spies working for the Allies in Poland did not have skills as great as the team assembled to work in Bletchley Park.

Ⓒ The Germans made a huge mistake when they chose to broadcast important information as coded radio messages.

Ⓓ The successful code-breaking efforts at Bletchley Park relied on the work of thousands of people.

Part B

Which sentence from the article is **least** relevant to the author's argument?

Ⓐ "The names of certain individuals—especially the mathematician Alan Turing—are practically synonymous with Bletchley Park." (paragraph 5)

Ⓑ "But, the drama of figuring out the various intelligence codes used during the Second World War actually involved a cast of thousands." (paragraph 5)

Ⓒ "Without this vital information, it's quite possible nobody would know the name of Bletchley Park today." (paragraph 6)

Ⓓ "The interceptors covertly eavesdropped on Germany's radio messages, sending them along to the team at Bletchley." (paragraph 6)

GO ON ▶

Read the story "The Gift of the Flute." Then answer the questions.

The Gift of the Flute

a Brule Sioux legend retold by Isabella Stroud

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

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

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

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

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

25. **Part A**

Why does the hunter stay in the woods overnight?

Ⓐ He doesn't want to lose track of the elk he is following.

Ⓑ He enjoys listening to the nighttime sounds in the woods.

Ⓒ He is too tired to travel all the way back to his village.

Ⓓ He can't see well enough to find his way in the dark forest.

Part B

Which sentence from the story provides evidence for the answer to Part A?

Ⓐ "One day, a young hunter left his village to follow the fresh tracks of an elk." (paragraph 2)

Ⓑ "Into the mountains he followed the tracks of the elk, who remained always just out of sight, so that the hunter never caught a glimpse of him." (paragraph 2)

Ⓒ "As darkness filled the woods, the moon did not rise, and the hunter was forced to admit that until daybreak he was lost." (paragraph 3)

Ⓓ "But the night sounds of the forest were ones of animals calling, and owls hooting, and trees groaning, and instead of sleeping the hunter lay wakefully listening." (paragraph 3)

26. **Part A**

Which word **best** describes the tone of paragraph 3?

Ⓐ sorrowful

Ⓑ peaceful

Ⓒ lighthearted

Ⓓ mysterious

Part B

Which phrase from paragraph 3 **best** supports the answer to Part A?

Ⓐ "the night sounds of the forest were ones of animals calling"

Ⓑ "The more he listened, the more he heard"

Ⓒ "like the whistle of a ghost"

Ⓓ "the hunter gathered his robe closer"

GO ON ▶

27. **Part A**

Which inference is supported by evidence in the story?

Ⓐ The hunter pays little attention to the natural world.

Ⓑ The hunter's people value music as a cultural form.

Ⓒ The sounds of music create little emotion in the hunter.

Ⓓ The hunter is unable to hunt without the help of animals.

Part B

Select **two** pieces of evidence that **best** support the correct inference in Part A.

Ⓐ "They had drums made of wood and animal hide, and rattles made of gourd; but they had no flutes, for they had never seen or heard one." (paragraph 1)

Ⓑ "Into the mountains he followed the tracks of the elk, who remained always just out of sight, so that the hunter never caught a glimpse of him." (paragraph 2)

Ⓒ "He ate a little of the wasna—dried meat, mixed with berries and fat—that he carried in his deerskin pouch, and followed the sound of water to a cold stream, from which he drank." (paragraph 3)

Ⓓ "But the night sounds of the forest were ones of animals calling, and owls hooting, and trees groaning, and instead of sleeping the hunter lay wakefully listening." (paragraph 3)

Ⓔ "And it was somewhat frightening." (paragraph 3)

Ⓕ "Again the hunter heard the lovely, strange sound of the night before, and he took up his bow and quiver and followed the woodpecker from tree to tree through the forest, until the bird came to a great cedar." (paragraph 4)

Ⓖ "So the hunter returned to his village with no elk meat, but instead with the first flute: a gift of the tree, of the wind, of the bird, and of one who had learned how to listen." (paragraph 5)

28. **Part A**

Which of the following sentences **best** states a central theme of the story?

Ⓐ Taking time to understand nature can lead to rewarding friendships with animals.

Ⓑ It is better to settle for something unimportant than to leave empty-handed.

Ⓒ If people remain focused, they can accomplish any goal that they set out to reach.

Ⓓ People who focus too much on one goal might miss out on something important.

Part B

Which sentence from the story **best** supports the answer to Part A?

Ⓐ "Into the mountains he followed the tracks of the elk, who remained always just out of sight, so that the hunter never caught a glimpse of him." (paragraph 2)

Ⓑ "The more he listened, the more he heard, until he realized that he was hearing a sound he had never heard before." (paragraph 3)

Ⓒ "When the hunter awoke with the sun, he looked up and saw wagnuka, the redheaded woodpecker, on a branch of the tree under which he had slept." (paragraph 4)

Ⓓ "Again the hunter heard the lovely, strange sound of the night before, and he took up his bow and quiver and followed the woodpecker from tree to tree through the forest, until the bird came to a great cedar." (paragraph 4)

Ⓔ "So the hunter returned to his village with no elk meat, but instead with the first flute: a gift of the tree, of the wind, of the bird, and of one who had learned how to listen." (paragraph 5)

29. **Part A**

Circle **one** word that describes the hunter based on evidence from the story. There is more than one correct choice listed below.

curious	careful
cold-hearted	proud
foolhardy	cheerful

Part B

Find **two** sentences from the story with details that support your answer to Part A and write them in the boxes provided.

Read the article and then answer the questions.

The Basques

by Cameron Watson, *Faces*

"Everyone who has visited the Basque Country longs to return; it is a blessed land."
—Victor Hugo (1802–85), French poet and novelist

1 The Basques, who live in the rolling foothills and plains east of the Pyrenees Mountains, have been considered the mystery people of Europe for hundreds of years. That is partly because Basque history has rarely been written from the Basque point of view. It is also because the ancient origins of the Basques themselves are so old they have been lost over time. As a result, it is an ongoing struggle to keep the Basques' heritage separate from that of their more well-known neighbors.

2 The Basques may be the sole survivors of Europe's earliest modern humans—the Ice Age hunters who drifted across the continent 40,000 years ago. Evidence suggests that by the Neolithic period (around 5000 to 4000 B.C.) people resembling the Basques had settled in the area known today as Euskal Herria (the Basque Country). That may mean that the Basques had been living in their corner of the world for thousands of years when the Indo-European tribes invaded Europe in 2000 B.C. Those tribe members are the ancestors of most of Europe's present-day people.

3 The Basques have preserved their unique language and culture for 4,000 years. They have been able to maintain their identity despite many obstacles. Their identity has survived repeated invasions of armies and the division of the Basque homeland when the border between France and Spain was created. Between the 7th and 11th centuries, the Basques were a minority in their own land. Invading groups, such as the Romans, Goths, and Franks controlled the land. However, the Basques still managed some independence by creating the Dukedom of Vasconia and the Kingdom of Navarre.

4 Between the 12th and 15th centuries, Christianity was becoming the dominant religion of the Iberian Peninsula. Also Spain was becoming a separate country made up of several different peoples. The Spanish rewarded the Basques for their loyalty by giving them certain rights known as fueros. At the same time, Basques had a government in place that centered on biltzarrak, or local popular assemblies. This form of government reflected the independent spirit of the Basques. The fueros were upheld by the Basque government.

5 However, Basque unity was split by the creation of the border between France and Spain in 1512. A new chapter in Basque history began. For the past 500 years, Basque history has been split between and become part of the histories of France and Spain.

6 In Iparralde (the northern Basque Country), Basque culture suffered under the stifling French government. French officials insisted there be one government and one language for the entire country. From the early 16th century through the modern era, Basques in Iparralde have been continually denied their own government and the use of their language.

7 In Hegoalde (the southern Basque Country), the fueros allowed Basques to be involved in the Spanish exploration of the New World, while holding on to their cultural identity. Because of their involvement in Spain's voyages between the 16th and 18th centuries, the Basques earned a reputation for being skilled and valuable sailors, traders, soldiers, and explorers.

8 Christopher Columbus sailed on the Basque-owned Santa María with a predominantly Basque crew when he made his historic voyage of 1492. Juan de Elcano, the first sailor to circumnavigate the globe between 1519 and 1522, was a Basque. De Elcano finished the voyage after its original leader, Ferdinand Magellan, died in the Philippines.

GO ON ▶

9 Basques were also prominent in the development of Latin America. Perhaps the most famous land-based explorer of Basque descent was Juan de Oñate, who in 1601 traveled as far north as present-day Kansas. Later, he explored the Colorado River area (including what is today Arizona) to the Pacific coast at Baja California. It was also a man of Basque descent, Simón Bolívar, who rose up to challenge the Spanish Empire and lead the countries of Latin America to their independence in the early 19th century. Basques were thus central to the development of the New World and renowned for their strong and independent spirit.

10 Yet major changes were to take place in Hegoalde in the 19th century. After two civil wars, a new constitution in Spain removed the Basques' regional rights. After 1876, Spanish officials promoted the Castilian language and lifestyle as the only true Spanish culture. Modern industry also appeared in the Basque country. The new industry attracted large numbers of non-Basque people from other parts of Spain. Many Basques feared the influx of Spanish people and ways would wipe out their culture. This Basque nationalism movement reached its most troubling point in the Spanish Civil War of 1936–39. This war is perhaps remembered most for Nazi German planes bombing the Basque city of Guernica. Spanish dictator Francisco Franco ordered the bombing.

11 Following the war, the Spanish government further suppressed Basque culture. The dictatorship, which lasted until 1975, prohibited all use of Euskara, the Basque language. Basques could not use their language in public or private. That meant Euskara could not be written in books or magazines or used in conversations. In school, Basque children were taught in Spanish and were forbidden to use Euskara. Furthermore, parents could not give their children Basque names, and any Basque words or names were removed from tombstones.

12 After 1975, Spain became a democracy and Basque culture survived Franco's attempt to erase its existence. Today, the Basque Country remains politically divided not just between France and Spain but also within the Spanish state. The Basque Autonomous Community is made up of three of the four Spanish provinces—Nafarroa is not included. However, past triumphs have given the Basques confidence in the future. If you go to the Basque city of Bilbao today, you will see a modern, thriving metropolis with industry and major stores, a modern communication system, and world-famous cultural centers.

30. **Part A**

What does the word **suppressed** mean as it is used in paragraph 11?

Ⓐ pushed to change
Ⓑ gave assistance to
Ⓒ strongly disliked
Ⓓ stopped the expression of

Part B

Which phrase from the article helps the reader understand the meaning of the word **suppressed**?

Ⓐ “feared the influx” (paragraph 10)
Ⓑ “ordered the bombing” (paragraph 10)
Ⓒ “could not use” (paragraph 11)
Ⓓ “used in conversations” (paragraph 11)

31. **Part A**

Which of the following states a central idea from the article?

Ⓐ French and Spanish Basques have often struggled to get along.
Ⓑ The Basques are an ancient people.
Ⓒ Basque culture is under threat of disappearing.
Ⓓ The Basques have never had a true homeland.

Part B

Which detail from the article **best** supports the answer to Part A?

Ⓐ The Basques’ history has rarely been written from their own perspective.
Ⓑ Basque territory was divided by the creation of the Spanish-French border in 1512.
Ⓒ The Basques have preserved their culture and language for more than 4,000 years.
Ⓓ In the 1900s, many non-Basque people moved to Basque country in Spain.
Ⓔ The Nazi government bombed Basque territory in the Spanish Civil War.

GO ON ▶

32. **Part A**

Which of the following is a key argument in the article?

Ⓐ The arrival of new industries in Spain in the 20th century made it difficult for the Basques to adapt to modern times.

Ⓑ The government of Spanish dictator Francisco Franco posed one of the greatest threats ever to Basque culture and language.

Ⓒ The Euskara language of the Basques fell into disuse after most Basque children learned Spanish in school.

Ⓓ Efforts to unite the Basque Country have continued to fail despite successful efforts to join some of the Spanish provinces.

Part B

Which statement is **least** relevant to the answer in Part A?

Ⓐ "The new industry attracted large numbers of non-Basque people from other parts of Spain." (paragraph 10)

Ⓑ "This war is perhaps remembered most for Nazi German planes bombing the Basque city of Guernica." (paragraph 10)

Ⓒ "The dictatorship, which lasted until 1975, prohibited all use of Euskara, the Basque language." (paragraph 11)

Ⓓ "After 1975, Spain became a democracy and Basque culture survived Franco's attempt to erase its existence." (paragraph 12)

33. **Part A**

What is **most likely** the author's purpose in the passage?

Ⓐ to make readers feel sympathy for the Basques and their troubles

Ⓑ to explain why many Basques strongly dislike Spanish rule

Ⓒ to help readers understand how Basques have been important to world history

Ⓓ to prevent Basque culture from being absorbed into the Spanish and French cultures

Part B

Find **two** sentences from the article with details that support your answer to Part A and write them in the boxes provided.

STOP