

Student Name:



2019-2020

6th Grade Language Arts

2nd Benchmark

**Hardeman County Schools
Tennessee**

July 2019



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DIRECTIONS:

- Read each of the passages, and answer the questions that follow.
- You will choose the best answer for some questions, but you will have to choose more than one answer for some of the others. Choose the best answer or answers from the choices given.
- Stop when you see the words "STOP. END OF LANGUAGE ARTS BENCHMARK."

"Honey Bee Helpers: It Takes a Village to Conserve a Colony"

U.S. Geological Survey

- 1 Do you eat fruits and vegetables? What about nuts? If so, you can thank an insect pollinator, usually a honey bee. These small insects play a major role in pollinating the world's plants, including those we eat regularly. They also increase our nation's crop values each year by more than 15 billion dollars.
- 2 "You can bet that a majority of the fruits and vegetables that are in the produce aisle are there because some insect, most likely a bee, provided pollination services," said USGS research ecologist Clint Otto.
- 3 However, critical honey bee and wild bee populations in the United States have been declining in recent years, creating concern about the future security of pollination services for agricultural crops.
- 4 Enter the USGS honey bee helpers. The USGS researches land use and honey bee health in the Northern Great Plains. This research will be useful in equipping land managers and policy makers with the best-available science to improve habitats for pollinators in a part of the country that is undergoing rapid land-use change.

Tiny Titans, Weighty Work

- 5 Originally imported from Europe in the 17th century, honey bees are essential to maintaining food production in North America today. According to the U.S. Department of Agriculture, they pollinate more than 100 U.S. crops and help provide one out of every three bites of food Americans eat.
- 6 "If we didn't have migratory commercial honey bees, our dinner would look a lot less colorful and diverse," said USGS biologist Matthew Smart.
- 7 Honey bees have another sweet superpower: making honey. They live and work in highly collaborative, social colonies with a sole reproducing queen, and they make honey by storing nectar from flowering plants in their hives for use during food scarcities.
- 8 "The average honey bee colony will gather roughly 40 pounds of pollen and 265 pounds of nectar from the local environment every year," Otto said.
- 9 Bees can collect such large quantities of resources because they forage across a vast area, flying six miles or more away from their hives in search of flowers. When the conditions are right, a honey bee colony can collect several pounds of nectar in a single day.
- 10 Honey bees in the Northern Great Plains are of critical importance to the commercial beekeeping industry and to the diversity of U.S. crops. Over the summer, beekeepers bring their bees to the region's rich foraging habitat, where the bees feast on pollen and produce honey. The colonies then go on to pollinate many crops throughout the country, notably almonds in the Central Valley of California.

Population Problems

- 11 Despite their might, honey bees are in trouble. The number of managed hives in the United States has decreased by about 50 percent since the 1950s due to factors such as diseases, parasites, habitat loss, pesticide exposure, and shifting markets and consumer demand for honey. In recent years, beekeepers have experienced an average total loss of 30 percent of colonies annually, and in 2013-2014 this number increased to 34 percent—a damaging sting.

Mites and Maladies

- 12 Bees are subject to an increasing number of stressors such as pests, diseases, and pesticides. A parasitic mite called *Varroa destructor* is one of the most destructive honey bee pests. *Varroa* mites attach to immature and adult bees and feed on the bees' blood. As a result, the honey bees' lifespan is reduced, and they may be subjected to life-threatening viral invasions.
- 13 Furthermore, colony collapse disorder, the cause of which is unknown, affects European honey bees and has also been recorded across the United States. The primary symptom of the disorder is no or low numbers of adult honey bees in a hive, with no dead bees present. Meanwhile, the queen and immature bees are present and honey is in the hive.

Shifting Landscapes

- 14 Land-use changes that decrease flower abundance can also affect bee health and pollination services. Midwestern states are losing crucial native grasslands and conservation lands that have historically provided abundant flowers for honey bees and native pollinators. A significant amount of corn and soybean crops are being planted to meet growing demands, often replacing many of the region's bee-friendly crops. Also, agricultural practices associated with these changes reduce pollinator forage availability.
- 15 This loss of plant diversity can directly affect the health of honey bees. Pollen is the sole source of protein for bee colonies, and each plant species provides different balances of amino acids, fats, vitamins, and minerals in its pollen. As plant species are lost, so is honey bee nutritional availability.
- 16 "You can eat crackers your whole life and still live, but you won't be very healthy because you're not getting all the vitamins and minerals that you need," said Sarah Scott, a student researcher with the USGS. "It's the same with bees."

Economic Effects

- 17 These land-use changes in the Northern Great Plains, which have resulted in reduced areas of pollinator-friendly grasslands, are negatively impacting the profitability of the beekeeping industry.
- 18 From 2015-2017, scientists with the USGS studied how summertime land use in North Dakota, South Dakota, and Minnesota affected bee health and apiary population size by the fall and subsequent spring. Apiaries are locations where honey bee colonies are kept. The researchers found that apiaries surrounded primarily by row crops like corn, soybeans, and small grains had approximately 6,000 fewer bees by the end of the growing season compared to those surrounded by grasslands.

- 19 California almond farmers frequently rent honey bee colonies from beekeepers in the Great Plains to pollinate their almond crops in the spring. Colonies with larger population sizes are worth more money to beekeepers when pollinating almonds. The scientists found that each high-quality grassland apiary could generate a total of \$1,200 more per year from pollination contract fees with almond farmers than the low-quality apiaries.
- 20 "Our study demonstrates how fundamentally entwined the beekeeping and agriculture industries are and how land-use changes in the Great Plains are felt across the country," Smart said. "Each almond you eat has a very complex backstory that can be partially traced to the well-being of honey bees in the Great Plains."

The USGS Researches Native Pollinators, Too

- 21 While the importance of a healthy pollinator population to agriculture is clear, pollinators are just as important to sustaining functioning ecosystems and food supplies for wildlife. The USGS works closely with federal, state, and other partners to model and better understand pollinator habitats and habitat requirements.

"Honey Bee Helpers: It Takes a Village to Conserve a Colony" from the U.S. Geological Survey. <https://www.usgs.gov/news/honey-bee-helpers-it-takes-village-conserve-colony> (1/21/19). Public domain.

1. Read the sentence from paragraph 1.

These small insects play a major role in pollinating the world's plants, including those we eat regularly.

Which quotation from the passage supports this idea?

- A** "This research will be useful in equipping land managers and policy makers with the best-available science to improve habitats for pollinators in a part of the country that is undergoing rapid land-use change." (paragraph 4)
- B** "According to the U.S. Department of Agriculture, they pollinate more than 100 U.S. crops and help provide one out of every three bites of food Americans eat." (paragraph 5)
- C** "Over the summer, beekeepers bring their bees to the region's rich foraging habitat, where the bees feast on pollen and produce honey." (paragraph 10)
- D** "The researchers found that apiaries surrounded primarily by row crops like corn, soybeans, and small grains had approximately 6,000 fewer bees by the end of the growing season compared to those surrounded by grasslands." (paragraph 18)

2. Read the subheading before paragraph 5.**Tiny Titans, Weighty Work**

Based on the context of paragraphs 5-10, what is the meaning of the oxymoron “Tiny Titans”?

- A** Bees are small, but they are extremely important to the world.
- B** Bees may appear small, but they grow much larger as they age.
- C** Bees carry great amounts of pollen on their backs.
- D** Bees produce many pounds of honey to sustain their colonies.

3. Based on the information in the passage, which two inferences can be drawn?

- A** There are certain types of plants that bees cannot use for food.
- B** Beekeepers find ways to make profits outside of honey production.
- C** Farmers do not care about the declining bee population.
- D** Home beekeepers are important factors in the overall bee population.
- E** There are only a few threats to bee colonies such as colony collapse disorder or pesticides.

4. Read paragraph 11.

Despite their might, honey bees are in trouble. The number of managed hives in the United States has decreased by about 50 percent since the 1950s due to factors such as diseases, parasites, habitat loss, pesticide exposure, and shifting markets and consumer demand for honey. In recent years, beekeepers have experienced an average total loss of 30 percent of colonies annually, and in 2013-2014 this number increased to 34 percent—a damaging sting.

How does the paragraph contribute to the development of ideas in the passage?

- A** It introduces and then describes a problem in the bee industry.
- B** It lists the ways in which bees are used for agriculture.
- C** It explains how beekeepers are losing money in the bee industry.
- D** It details the decline of beekeepers in America due to profit losses.

5. Read the subheading before paragraph 12.**Mites and Maladies**

Based on the context of paragraphs 12 and 13, what is the meaning of the word *maladies*?

- A** annoyances; irritations
- B** mysteries; secrecies
- C** problems; sicknesses
- D** symptoms; signs

6. Which phrase from the passage provides context for the meaning of the word *diversity* in paragraph 15?

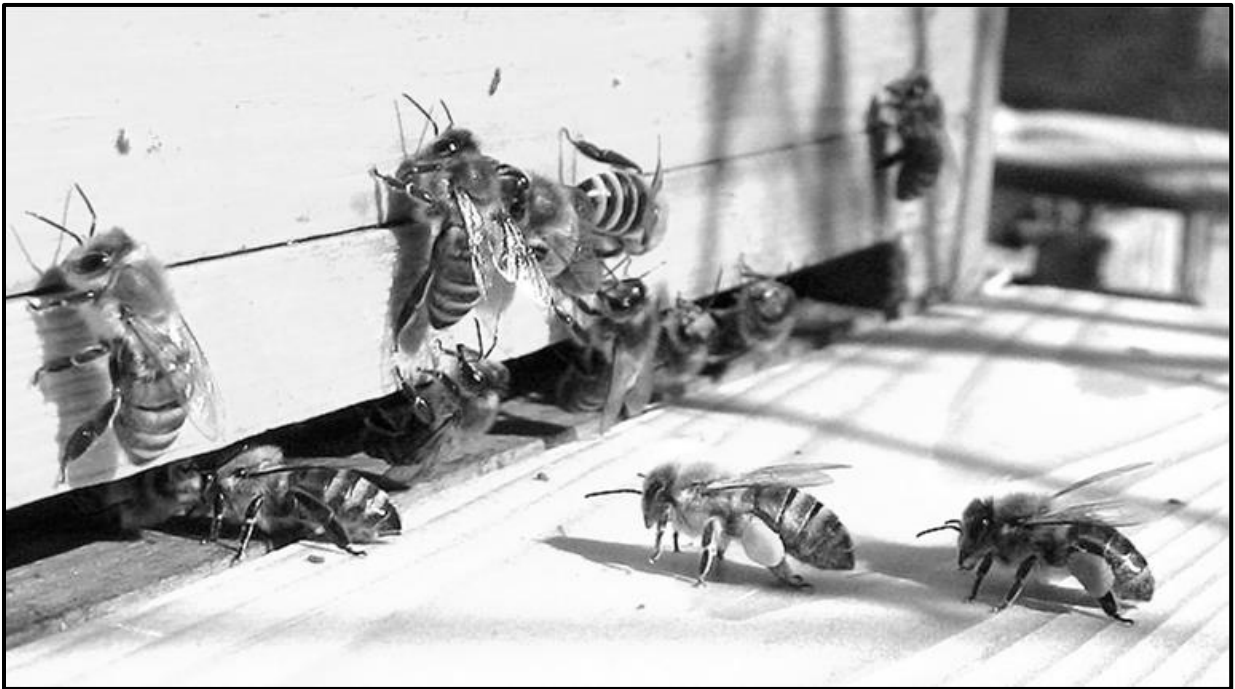
- A** "...losing crucial native grasslands and conservation lands..." (paragraph 14)
- B** "...corn and soybean crops are...replacing many of the region's bee-friendly crops." (paragraph 14)
- C** "...each plant species provides different balances of amino acids, fats, vitamins, and minerals in its pollen." (paragraph 15)
- D** "...honey bee nutritional availability." (paragraph 15)

7. Which sentence states a central idea of paragraphs 17-20?

- A** California almond farmers rotate their crops between almonds and grasslands in order to utilize rented bee colonies to pollinate their plants and almonds.
- B** Scientists at the USGS studied summertime land use in North Dakota, South Dakota, and Minnesota to determine whether or not rented apiaries were beneficial to California almonds.
- C** Scientists have found that land converted from grasslands to row crops resulted in smaller and less profitable bee colonies, which in turn affected the almond crop in California.
- D** The profitability of the beekeeping industry is a direct result of careful observation by local scientists, the results of which affect state and federal land-use laws and practices.

8. How does the author illustrate the idea that bees require specific diets?

- A** by explaining the ways in which bees are nourished by apiaries
- B** by using an analogy to show how a limited human diet has health consequences
- C** by presenting facts and statistics about the diet's specific nutritional makeup of pollen
- D** by providing examples to clarify the types of plants that bees can use for food

9. Look at the photograph.**How does the photograph help the reader develop an understanding of the topic?**

- A** by providing the reader with a historic photo of the largest beehive in America
- B** by showing the reader the necessity of apiaries for California almond farmers
- C** by presenting the reader with a portrayal of the parasitic mite Varroa destructor
- D** by allowing the reader to visualize the process of bees bringing pollen back to a hive

10. Which claim lacks evidence in the passage to support it?

- A** "...critical honey bee and wild bee populations in the United States have been declining in recent years, creating concern about the future security of pollination services for agricultural crops." (paragraph 3)
- B** "Originally imported from Europe in the 17th century, honey bees are essential to maintaining food production in North America today." (paragraph 5)
- C** "Honey bees in the Northern Great Plains are of critical importance to the commercial beekeeping industry and to the diversity of U.S. crops." (paragraph 10)
- D** "While the importance of a healthy pollinator population to agriculture is clear, pollinators are just as important to sustaining functioning ecosystems and food supplies for wildlife." (paragraph 21)

adapted from **"The Boy in the Straw Hat"**

by Ralph Henry Barbour

Bart Cloud and Wall Clausen are on the football team at Hillton Academy. When a new student from the countryside shows up for tryouts, Bart and Wall do not believe he will make the team.

- 1 "Do you suppose he's going to try and play football, Bart?"
- 2 "No way. He's looking for a rake. Thinks this is a hayfield, Wall."
- 3 "He'd better rake his hair," responded Bart jeeringly. "I'll bet there's lots of hayseed in it!"
- 4 The subject of their mocking remarks, although standing a short distance away, apparently heard none of them.
- 5 "Hi, West!" shouted Bart Cloud as a youth, wearing a finely fitting golf uniform, and swinging a golf club, approached. The newcomer hesitated, then joined the two friends.
- 6 "Hey you guys! What's up? Thought it was golf, from the crowd over here."
- 7 "Golf!" answered Bart contemptuously. "I don't believe you ever think of anything except golf! Do you ever wake up in the middle of the night trying to hit your pillow out of the window with a bed-slat?"
- 8 "Oh, sometimes," answered Otto West smilingly. "There's a heap more sense in being nutty over a decent game like golf than in going crazy about football. It's just a kid's game."
- 9 "Oh, is it?" growled Bart. "I'd just like to have you opposite me in a good stiff game for about five minutes. I'd show you something about the 'kid's game!'"
- 10 "Well, I didn't say you couldn't knock me down a few times and walk over me, but who wants to play such games?"
- 11 "Plenty of fellows, apparently," answered the third member of the group, Wall Clausen, hurrying to prevent the threatening quarrel. "Just look around you. I've never seen more boys turn out at the beginning of the season than are here today. There must be sixty here."
- 12 "More like a hundred," grunted Bart, not yet won over to good temper. "Every little freshman thinks he can buy a pair of cleats and be a football man. Look at that fellow over there, the one with the baggy trousers and straw hat. The idea of that fellow coming down here just out of the hayfield and having the guts to report for football tryouts!"
- 13 "Well, I'm no judge of football, thank goodness!" answered West, "but from the height of that kid, I'll bet he's a great kicker."
- 14 "Nonsense. That's what people always think when they don't know anything about the game. It takes something more than long legs to make a good punter."

- 15 "Perhaps; but there's one thing for sure, Bart: that hayseed will be a better player than you at the end of two months—that is, if he gets taken on."
- 16 "I'll bet you he won't even be able to catch the ball," growled Bart. "A chap like him can no more learn football than—than—"
- 17 "Than you could learn golf!" taunted West.
- 18 "There you both go, fighting again!" cried Wall.
- 19 "Come on, Wall—there's Blair," said Bart. "You'd better come too, West, and learn something about a decent game." West shook his head, and the other two arose and hurried away to where the captain of the football team was standing beneath the goalpost, surrounded by a crowd of variously attired football hopefuls. Some sixty boys, varying in age from fifteen to nineteen, some clothed in full football pads, some wearing the ordinary dress in which they had stepped from the school rooms an hour before, all laughing or talking with high spirits were standing around the field. I have said that all were laughing or talking. This is not true; one among them was silent.
- 20 For standing nearby was the youth who had aroused the merriment of Bart and Wall, and who had shortly before been dubbed "rural." And rural he looked. His gray and rather wrinkled trousers and his black coat and vest of cheap material were in the cut of two seasons gone, and his discolored straw hat looked sadly out of place among so many warm caps. He watched the scene with an intent and earnest face. He looked to be about seventeen. His height was above the ordinary, and in his broad shoulders lay promise of great strength and vigor.
- 21 Wesley Blair, team captain, was bringing order out of chaos. "Warren, you take a dozen or so of these fellows over there out of the way and pass the ball awhile. Get their names first."
- 22 The crowd began to melt away, squad after squad moving off down the field to take position and learn the fundamentals of the game. When the last of the squads had moved away the rural youth stepped forward and addressed the captain: "Where do you want me?"
- 23 Blair, suppressing a smile of amusement as he looked the applicant over, asked: "Ever played football?"
- 24 "Some; I was right end on the Felton Grammar School team last year."
- 25 "Oh! What's your name?"
- 26 "Joel March."
- 27 "Can you kick?"
- 28 "Pretty fair."
- 29 "Well, show me what you consider pretty fair." He turned to the nearest squad. "Toss me the ball a minute, Ned. Here's a chap who wants to try a kick."
- 30 Ned Post threw the ball, and his squad of veterans turned to observe the peculiar country boy. Several audible remarks were made, none of them at all flattering to the subject of them; but if the

boy heard them he made no sign but accepted the ball from Blair without fumbling it, much to the surprise of the onlookers. Among these were Wall and Bart, their mouths prepared for the burst of ironical laughter that was expected to follow the country boy's effort.

31 "Drop or punt?" asked Joel.

32 "Which can you kick best?" questioned Blair. The youth considered a moment.

33 "I guess I can punt best." He stepped back, balancing the ball in his right hand, took a long stride forward, swung his right leg in a wide arc, dropped the ball, and sent it sailing down the field toward the distant goal. A murmur of applause took the place of sarcastic laughter, and Blair glanced curiously at the former right end-rush of the Felton Grammar School.

34 "Yes, that's pretty fair. Some day with hard practice you may make a kicker. What class are you in?"

35 "Upper middle," replied the youth under the straw hat, displaying no disappointment at the praise.

36 "Well, Joel, kindly go down the field to that last squad and tell Tom Warren that I sent you. And say," he continued, as Joel started off, and he was struck anew with the oddity of the straw hat and wrinkled trousers, "you had better tell him that you are the one that punted that ball!"

Excerpt adapted from "The Boy in the Straw Hat" from *The Half-Back: A Story of School, Football, and Golf* by Ralph Henry Barbour. Copyright 1900 by D. Appleton and Company. Public domain.

11. Read the sentences from paragraphs 4 and 30.

The subject of their mocking remarks, although standing a short distance away, apparently heard none of them. (paragraph 4)

Several audible remarks were made, none of them at all flattering to the subject of them; but if the boy heard them he made no sign but accepted the ball from Blair without fumbling it, much to the surprise of the onlookers. (paragraph 30)

Based on the sentences, which words describe Joel March?

- A** dismayed; hurt
- B** focused; composed
- C** thoughtful; reflective
- D** unfriendly; detached

Part A**12. What is a theme of the passage?**

- A** Participating in team sports is an important part of childhood.
- B** One should not judge another by his or her outer appearance.
- C** New students should be treated with kindness and respect.
- D** Sometimes friends disagree about important matters.

Part B**13. Which quotation from the passage supports the answer in Part A?**

- A** "Plenty of fellows, apparently," answered the third member of the group, Wall Clausen, hurrying to prevent the threatening quarrel." (paragraph 11)
- B** "Some sixty boys, varying in age from fifteen to nineteen, some clothed in full football pads, some wearing the ordinary dress...all laughing or talking with high spirits were standing around the field." (paragraph 19)
- C** "He stepped back, balancing the ball in his right hand, took a long stride forward, swung his right leg in a wide arc, dropped the ball, and sent it sailing down the field toward the distant goal. A murmur of applause took the place of sarcastic laughter..." (paragraph 33)
- D** "'Yes, that's pretty fair. Some day with hard practice you may make a kicker. What class are you in?'" (paragraph 34)

14. How does paragraph 19 contribute to the plot?

- A** It suggests that some of the boys were more suited to trying out than others.
- B** It explains the importance of preparedness when playing an activity such as football.
- C** It develops the contrast between the crowd of excited boys and the isolated and quiet new student.
- D** It illustrates the idea that Bart Cloud wants to exclude Otto West from tryouts just as he wants to exclude the new student.

15. Which phrase from the passage provides context for the meaning of the word *rural* as it is used in paragraph 20?

- A** "...great strength and vigor." (paragraph 20)
- B** "...country boy." (paragraph 30)
- C** "...former right end-rush..." (paragraph 33)
- D** "'Upper middle...'" (paragraph 35)

16. Read the excerpt from paragraph 20.

His gray and rather wrinkled trousers and his black coat and vest of cheap material were in the cut of two seasons gone...

How does the author describe Joel March's clothes?

- A** His clothes were shabby and outdated in style.
- B** His clothes were damaged and had rips and tears.
- C** His clothes were unattractive and likely donated.
- D** His clothes were thin and inappropriate for the activity.

17. Which quotation from the passage supports the inference that Otto West may not enjoy the company of Bart Cloud and Wall Clausen?

- A** "The newcomer hesitated, then joined the two friends." (paragraph 5)
- B** "'There's a heap more sense in being nutty over a decent game like golf than in going crazy about football.'" (paragraph 8)
- C** "'Well, I didn't say you couldn't knock me down a few times and walk over me, but who wants to play such games?'" (paragraph 10)
- D** "'Well, I'm no judge of football, thank goodness!' answered West, 'but from the height of that kid, I'll bet he's a great kicker.'" (paragraph 13)

18. How does Joel March respond to football tryouts?

- A** He is nervous and afraid to join the group.
- B** He is calm and wants to show off his skills.
- C** He is arrogant and embarrasses the others.
- D** He is comfortable and makes friends easily.

19. Read paragraph 23.

Blair, suppressing a smile of amusement as he looked the applicant over, asked: "Ever played football?"

How does the paragraph convey Wesley Blair's feelings?

- A** Wesley Blair is excited to have such a tall player try out for football.
- B** Wesley Blair feels pleased and honored to have a player ask for help.
- C** Wesley Blair is surprised and entertained by Joel March's appearance.
- D** Wesley Blair feels Joel March is tricking him by pretending to know how to play football.

Read the poem excerpt.**from "My Old Football"**

by J. Milton Hayes

- 1 You can keep your antique silver and your statuettes of bronze,
Your curios and tapestries so fine,
But of all your treasures rare there is nothing to compare
With this patched up, worn-out football pal o' mine.
- 5 Just a patched-up worn-out football, yet how it clings!
I live again my happier days in thoughts that football brings.
It's got a mouth, it's got a tongue,
And oft when we're alone I fancy that it speaks
To me of golden youth that's flown.
- 10 It calls to mind our meeting,
'Twas a present from my Dad.
I kicked it yet I worshipped it,
How strange a priest it had!
And yet it jumped with pleasure
- 15 When I punched it might and main:
And when it had the dumps
It got blown up and punched again.
It's lived its life;
It's played the game;
- 20 It's had its rise and fall,
There's history in the wrinkles of
That worn-out football.

Excerpt from "My Old Football" by J. Milton Hayes. Copyright 1920 by Cuthbert Clarke. Public domain.

20. Which idea from the passage adapted from "The Boy in the Straw Hat" is illustrated in the poem excerpt from "My Old Football"?

- A** the competition and rivalry associated with football
- B** the excitement and commitment associated with football
- C** the fond childhood memories often held about football
- D** the importance of utilizing technical language to describe football

adapted from **"The Enchanted Shirt"**

by John Hay

- 1 The King was sick. His cheek was red
And his eye was clear and bright;
He ate and drank with a kingly zest,
And peacefully snored at night.
- 5 But he said he was sick, and a king should know,
And doctors came by the score.
They did not cure him. He banished their heads
And sent to the schools for more.
- 10 At last two famous doctors came,
And one was as poor as a rat, —
He had passed his life in studious toil,
And never found time to grow fat.
- 15 The other had never looked in a book;
His patients gave him no trouble,
If they recovered they paid him well,
If they didn't their heirs paid double.
- 20 Together they looked at the royal tongue,
As the King on his couch reclined;
In succession they thumped his august chest,
But no trace of disease could they find.
- 25 The old sage said, "You're as sound as a nut."
"Lock him up," roared the King in a gale, —
In a ten-knot gale of royal rage;
The other leech grew a shade pale;
- 30 But he pensively rubbed his sagacious nose,
And thus his prescription ran, —
*The King will be well, if he sleeps one night
In the Shirt of a Happy Man.*
- 35 Wide o'er the realm the couriers rode,
And fast their horses ran,
And many they saw, and to many they spoke,
But they found no Happy Man.
- They found poor men who would fain be rich,
And rich who thought they were poor;
And men who twisted their waists in fear,
And women that armor wore.

- They saw two men by the roadside sit,
And both bemoaned their lot;
For one had buried his wife, he said,
40 And the other one had not.
- At last as they came to a village gate,
A beggar lay whistling there;
He whistled and sang and laughed and rolled
On the grass in the soft June air.
- 45 The weary couriers paused and looked
At the scamp so blithe and glad;
And one of them said, "Heaven save you, friend!
You seem to be happy today."
- "Oh, yes, fair sirs," the rascal laughed,
50 And his voice rang free and glad,
"An idle man has so much to do
That he never has time to be sad."
- "This is our man," the courier said;
"Our luck has led us aright.
55 I will give you a hundred ducats, friend,
For the loan of your shirt tonight."
- The merry beggar lay back on the grass,
And laughed till his face was slack;
"I would do it, kind sir" and he roared with the fun,
60 "But I haven't a shirt to my back."
- Each day to the King the reports came in
Of his unsuccessful spies,
And the sad panorama of human woes
Passed daily under his eyes.
- 65 And he grew ashamed of his useless life,
And his maladies hatched in gloom;
He opened his windows and let the air
Of the free heaven into his room.
- 70 And out he went in the world and toiled
In his own appointed way;
And the people blessed him, the land was glad,
And the King was well and happy.

Adapted from "The Enchanted Shirt" by John Hay from *The Complete Poetical Works of John Hay*. Copyright 1917 by Houghton Mifflin Company. Public domain.

21. What is the meaning of the word *sage* in line 21?

- A** anxious person
- B** confused person
- C** excited person
- D** wise person

22. Read lines 23-24.

In a ten-knot gale of royal rage; The other leech grew a shade pale;

What idea about the king is introduced in these lines?

- A** the king's ability to shout down any of his objectors
- B** the king's overbearing power and his ability to instill fear
- C** the king's personality and his disregard for his people
- D** the king's authority to rule without question

23. Which statement summarizes a theme of the poem?

- A** Only great wealth can buy true happiness.
- B** Happiness cannot be achieved until one has worked for it.
- C** Happiness comes from one's own actions and is not bestowed by others.
- D** Only ignoring the troubles of the world and focusing on one's self will lead to true happiness.

- 24. How does the contrast between lines 49-52 and lines 69-72 contribute to the poem's theme?**
- A** The contrast suggests that being happy is a matter of priorities.
 - B** The contrast suggests that one must find happiness in others.
 - C** The contrast suggests that there are many paths to happiness.
 - D** The contrast suggests that happiness is found in tasks accomplished.
- 25. In lines 65-66, how do the words "ashamed," "useless," and "maladies hatched in gloom" impact the tone of the poem?**
- A** by ending the poem with a serious tone
 - B** by continuing the poem's foolish tone
 - C** by supporting the poem's apologetic tone
 - D** by transitioning to a critical tone to end the poem

Part A**26. How does the poet develop the narrator's point of view?**

- A** by contrasting the narrator's thoughts with the king's thoughts
- B** by stating the narrator's objective observations
- C** by using figurative language to convey the narrator's attitude
- D** by using the narrator's inner dialogue to propel the plot

Part B**27. Which set of lines from the poem supports the answer in Part A?**

- A** "But he said he was sick, and a king should know,
And doctors came by the score." (lines 5-6)
- B** "The old sage said, 'You're as sound as a nut.'
'Lock him up,' roared the King in a gale, —" (lines 21-22)
- C** "*The King will be well, if he sleeps one night
In the Shirt of a Happy Man.*" (lines 27-28)
- D** "'I would do it, kind sir' and he roared with the fun,
'But I haven't a shirt to my back.'" (lines 59-60)

This question asks about what you read in both the passage adapted from "The Boy in the Straw Hat" and the poem adapted from "The Enchanted Shirt."

28. What quality do both Bart Cloud in "The Boy in the Straw Hat" and the king in "The Enchanted Shirt" have in common?

- A** anxiety
- B** carefulness
- C** dissatisfaction
- D** enthusiasm

from **"Emma Kelly"**
Klondike Gold Rush National Historical Park

- 1 Emma Kelly was a reporter from Topeka, Kansas. The daughter of an ex-Kansas Senator, H.B. Kelly, Emma was audacious. She was working for a Chicago newspaper as a reporter in the summer of 1897. While there, Emma got acquainted with financiers who were wanting to get into the mining business and came to the conclusion that it would be beneficial to send a woman to Dawson City for the Klondike Gold Rush. So they outfitted her with suitable clothes and gave her \$2,000 cash to pay for expenses. Just over \$58,490 in 2016 money. Emma left Topeka for the Klondike on September 10, 1897. Before departing she contracted as a correspondent with various newspapers from the Chicago, Kansas City, and St. Louis areas to report on the Klondike Gold Rush.

Starting the Journey

- 2 Emma left Seattle and first landed in Juneau, Alaska, where she then traveled up the Lynn Canal to Dyea. The people she encountered had told her that she was too late to start over the trail to Dawson, it was too late in the year and many men did not think she could handle the journey. She was unable to get experienced packers so she got ten deckhands from the steamships to pack for her, promising food and 50 cents per pound for all they carried over to Lake Lindeman. The weather on the hike to Sheep Camp proved to be quite taxing. Emma and the packers faced blizzard like conditions on their hike, some of her men wanted to turn around, but she told them they could make the trip if she could, and so she held them to their contracts. Resolute, Emma overcame doubts about her being able to make it over the trail.
- 3 Once at Lake Lindeman, Emma walked around and observed various stages of the stampedeers' boat building progresses. At one tent, she met a man who was in a party of twenty-two men and three boats planning on heading out the next day for Dawson City. Upon talking with the whole company, she proposed to them her business and asked to travel along. The men were uncertain they could fit Emma along with her thousand pounds of goods, and her Newfoundland dog, Klondike, she had brought from the states. However, the men were nearly out of money to pay Canadian customs duties so they agreed to bring her along for \$125 (about \$3,560 in 2016).

On the River

- 4 Afraid that the men in her outfit might find her a nuisance, Emma never complained or asked for any assistance from them on the journey. The next day they set out from Lake Lindeman and made it to Lake Bennett on October 6th where they camped for two days. When the outfit made it on the Yukon River, their first test was at Miles Canyon where the current became swift just before reaching Whitehorse. This treacherous stretch of river would later be known for wrecking boats and taking lives of unskilled pilots. Emma announced that she would ride the rapids in the boat, even after being told that no man ever consented to taking a woman through the rough waters. She would later write of the experience:
"I wanted to see and experience this so-called danger, which men freely court, but which women may only read or hear of."
- 5 After making a successful run of the rapids the first time, Emma got out and hiked back to ride through on the second boat. While walking back, Emma slipped on some ice along the trail and fell 15 feet down a cliff, hitting her head and rendering her unconscious. Her dog, Klondike, alerted the

men in her outfit by barking and jumping around. When the men reached her and revived her she was still determined to ride through the canyon again.

- 6 Once the group was past Miles Canyon they came to White Horse Rapids, which looked much more dangerous than what they had just passed through. Emma recounted this in an article written for *Lippincott's Monthly Magazine* :

"The rapids looked much more dangerous than those at the canyon. As for the ride through, I do not know when I ever enjoyed anything so much in my life. I snugly stowed myself away in the prow of the boat, the men got ready, the word was given, the line cast loose, and we were off...; the wild waves rocked and rolled our boat and occasionally broke over us. The spray rose so thick and high we could not see the shore, the very air seeming a sea of misty spray. It was simply glorious. All too soon we rowed into comparatively smooth yet rapid water. A few more strokes of the oars sent us to the shore and the ride was over, leaving a sensation never to be forgotten."

- 7 Emma took a second ride through White Horse Rapids as well, this time taking up an oar to assist. She received a hearty congratulations from the men around her claiming she was the first woman to take up an oar riding through the White Horse.

In Dawson City

- 8 They arrived in Dawson City on November 1, 1897, the river was nearly impassible and the next day completely froze over for the winter. When the boats were docked on the evening of November 1st they set up their tents and the men wanted to celebrate. While the men were celebrating, Emma got out her guitar and led everyone in singing songs of home.
- 9 Emma ended up owning two mines in the Klondike, one at Dawson City and one at Circle City which she acquired in her first few months. In a letter published in *The Kansas City Star* on April 27, 1898 Emma mentions her claim: *"I am the only girl holding property on the gulch."*

Later Life

- 10 Emma Kelly returned home to Kansas in October of 1898, after spending a full year in the Klondike. The newspapers in Kansas and Missouri were all abuzz about her return. Many were citing that the gold claims she held were worth \$50,000 or more. When she finally landed in Topeka she gave many lectures over her adventures in the gold rush. Emma completed a series of articles for *Harper's Weekly* and prepared a series for the *Ladies Home Journal*.
- 11 In an era when there weren't many female reporters, Emma was up for the challenges that many women faced when heading North. She was headstrong and had adventures on her own terms instead of following the conventional idea of what women were "supposed" to be doing at the time. The Klondike Gold Rush happened at the end of the Victorian era, a time when women started to break the mold of society. Emma Kelly was one of those Klondike Women breaking the mold and creating her own path in life.

Excerpt from "Emma Kelly" from Klondike Gold Rush National Historical Park. <https://www.nps.gov/people/emma-kelly.htm> (1/22/19). Public domain.

- 29. What is the meaning of the word *treacherous* as it is used in paragraph 4?**
- A** freezing
 - B** perilous
 - C** scenic
 - D** uncharted
- 30. Which two statements show how the direct quotations in paragraphs 4 and 6 impact the passage?**
- A** They reveal Emma Kelly's adventurous and fearless nature.
 - B** They convey the importance of safety during Emma Kelly's trips through dangerous waters.
 - C** They illustrate Emma Kelly's desire to participate in activities from which women were historically excluded.
 - D** They explain why Emma Kelly needed help in her journey to the Klondike.
 - E** They describe the threats and hazards with which Emma Kelly and her partners dealt on a daily basis.
- 31. Read the sentence from paragraph 10.**
- The newspapers in Kansas and Missouri were all abuzz about her return.**
- What does the author mean by the phrase "all abuzz"?**
- A** using loud machinery
 - B** unconcerned and lighthearted
 - C** sharing exciting information
 - D** angered or annoyed

Part A**32. Which statement summarizes the central idea of the passage?**

- A** With the backing of wealthy financiers, Emma Kelly moved to the Klondike to help set up a mining operation during the Gold Rush.
- B** Emma Kelly's dog, Klondike, rescued her after she fell from a cliff by barking and jumping to alert the men in her traveling group.
- C** Emma Kelly's bold and daring personality helped her find success during the Klondike Gold Rush as a journalist and mine owner.
- D** With her background knowledge and skill on rapid waters, Emma Kelly proved to be an asset to her traveling group as they made their way to the Klondike.

Part B**33. How does the author convey the central idea selected in Part A?**

- A** by providing historic and current statistics and data to show Emma Kelly's profits as a business woman
- B** by using anecdotes from other members of the traveling group to reveal Emma Kelly's impressive rescue
- C** by using detailed descriptions and firsthand accounts to illustrate Emma Kelly's experiences
- D** by providing a list of Emma Kelly's accomplishments on her journey north

34. What is the author's purpose in the passage?

- A** to describe to readers the results of the Gold Rush
- B** to inform readers about a notable woman in history
- C** to explain to readers how women become wealthy
- D** to persuade readers to study the Gold Rush

Read the newspaper article from *The Topeka State Journal* in which Emma Kelly speaks of her time in the Klondike.

from **"Is Back To The States"**

- 1 "In Dawson everybody had money and was willing to spend that much for such entertainment as the Press club gave. Just at this time the papers throughout the United States were teeming with sensational news about starvation in Dawson. This was very funny to Dawsonites. There was plenty of food last winter for all.
- 2 "This winter it may be very different as there are hundreds and hundreds of people in there with absolutely nothing. My heart aches for my own gender when I think of the women and young girls in Dawson without means of support. The poor things arrive full of hope and with visions of great wealth, but after they are there a short while, they are brought face to face with stern reality. They seek positions in hotels and restaurants, apply to miners as housekeepers, and in many instances, as a last resort, seek to wash clothes or floors. Even then the majority are doomed to disappointment. Even these places are filled to overflowing. It is a dreadful condition of affairs, and no one knows what this winter will bring forth.
- 3 "In a degree, the same applies to men. There are hundreds in the city and about the gulches seeking employment of any kind to tide them over the winter. Wages have decreased from \$15 a day to \$6, \$8, and \$10, and will go down even lower I fear."

Excerpt from "Is Back To The States," *The Topeka State Journal*, October 15, 1898, Third Edition. <https://chroniclingamerica.loc.gov/lccn/sn82016014/1898-10-15/ed-1/seq2/#date1=1789&sort=relevance&rows=20&words=Emma+Kelly&searchType=basic&sequence=0&index=7&state=&date2=1963&proxtext=Emma+Kelly&y=0&x=0&dateFilterType=yearRange&page=4> (4/25/19). Public domain.

35. What is the difference between how the authors of "Emma Kelly" and "Is Back To The States" present life in the Klondike?

- A** "Emma Kelly" explains the ways in which business ventures easily failed in the Klondike, while "Is Back To The States" illustrates the variety of businesses that were thriving during the Gold Rush.
- B** "Emma Kelly" reinforces the dangerous nature of land and sea travel to the Klondike, while "Is Back To The States" relies on the retelling of history to explain the lack of adventures available to women.
- C** "Emma Kelly" describes the competition Emma Kelly faced in a field of male miners, while "Is Back To The States" demonstrates the equal opportunities made available to both men and women.
- D** "Emma Kelly" depicts a triumphant retelling of the variety of opportunities in which Emma Kelly found success, while "Is Back To The States" depicts the sad reality that there were too many people seeking wealth but not enough jobs.

There are five underlined parts in the passage. They may contain errors to be corrected, or they may need to be changed for better wording. If a change is needed, select the correct replacement. If no change is needed, select "No change."

Temperatures drop, days are shorter, and frost sparkles on the grass in the mornings. This are all signs of changes in Earth's movements. Changes in the atmosphere bring conditions that are favorable to snow. The peaceful and magical look of falling snow produces feelings of wonder in most people, but some people dread the cold, ice, and snow. While snow may cause complications with things like travel, there are positive benefits to snowfall.

According to preventative health experts, snow can have positive impacts on health. First, whether walking, sliding, tubing, or skiing in the snow, a great amount of physical effort is required. Because people must work harder when exarsizing in a snowy wonderland, they burn more calories, which causes weight loss. Just clearing the driveway for an hour can burn as many as 400 calories. Participating in a snowball fight for an hour can burn over 500 calories! Secondly, getting outside in the snow gets the heart pumping faster, which makes people look and feel more alive. The body releases more of the hormones known as endorphins, and an exhilarated feeling or excitement occurs. Being out in the snow appears to produce some benefits.

Generally, for farmers and foresters, snow is important because of its natural benefits to the land. Don Janssen, an agricultural educator in Nebraska, says the "snow protects the soil and helps shield the roots of trees and scrubs from damage." Otherwise, too cold temperatures can freeze the soil below the surface and harm the roots. Janssen explains how "temperatures become milder, and the freezing ice below the surface expands, causing the soil to break open and expose the roots." Another caring effect of snow is related to the moisture it produces. Less moisture is produced during the winter months, so the wetness produced by snow can be valuable. People rely on the moisture to help ease dryness in the hot, windless months of summer. Therefore, because snow benefits the land, it benefits everyone.

So, when the meteorologist makes a prediction for snow, when the air smells like snow, and when the sky looks whitewashed with snow yet to fall, remember to think about the positive benefits that a good snowfall produces.

36. Which change, if any, is needed to the underlined text?

This

- A** Them
- B** These
- C** Those
- D** No change

37. Which change, if any, is needed to the underlined text?

people, but

- A** people but
- B** people but,
- C** people, but,
- D** No change

38. Which change, if any, is needed to the underlined text?

exarsizing

- A** exercising
- B** exorcizing
- C** exurcizing
- D** No change

39. Which change, if any, is needed to the underlined text?

exhilarated feeling or excitement occurs

- A** exhilarated feeling or excitement, occurs
- B** exhilarated feeling, or excitement occurs
- C** exhilarated feeling, or excitement, occurs
- D** No change

40. Which change, if any, is needed to the underlined text?

caring

- A** gentle
- B** helpful
- C** supportive
- D** No change

This is the end of the Language Arts Benchmark.

DIRECTIONS:

- 1. Look back over your answers for the test questions.**
- 2. Put all of your papers inside your test book, and close your test book.**
- 3. Stay quietly in your seat until your teacher tells you that testing is finished.**



END OF LANGUAGE ARTS BENCHMARK

