



# NEVADA INSTRUCTIONAL MATERIALS

FOR THE  
NEVADA ACADEMIC CONTENT STANDARDS FOR ELA

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# Grade 7

## STUDENT WORKBOOK

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## **Introduction**

This document represents the Phase III release of Nevada Instructional Materials. These released materials were developed in collaboration with Nevada educators, the Nevada Department of Education, and WestEd (a nonprofit research development and service agency).

These materials are intended for use in various guided instructional activities to support deep understanding of the Nevada Academic Content Standards (NVACS) for English Language Arts and mathematics based on Common Core. The Nevada Instructional Materials provide educators opportunities to investigate and explore the standards and tasks that are aligned to the standards. The Nevada educators involved in the development of these materials also developed “Teacher Tips” to assist in using these materials as an instructional resource. The Nevada Instructional Materials also provide educators opportunities to investigate and explore the standards and tasks that are aligned to the standards.

While these materials can provide students with practice in responding to a variety of assessment items, it is more important that they are used to help students deepen their understanding of the expectations embedded in the standards. If these instructional materials are used solely as an assessment practice activity, we highly recommend that educators go over each item with their students and evaluate each answer choice so that students can better understand the knowledge required to successfully complete each task.

Through rich classroom discussion around each item and the various answer choices or potential responses, educators can actively engage students in critical thinking, reasoning, and application of knowledge and skills, helping to ensure all students are ready for success in the 21st century.



Name: \_\_\_\_\_

# Language and Reading Grade 7

This booklet contains language and reading questions for you to work with. Your teacher may have you work on them by yourself or as part of group activities. Many of the item types represented here may be new to you. They include:

Item Type	Characteristics
<b>Sentence revising</b>	Rewriting sentences to correct or improve them
<b>Traditional multiple-choice</b>	Four answer choices, one correct answer
<b>Non-traditional multiple-choice</b>	Four answer choices, two correct answers
<b>Highlighting</b>	Locating and highlighting or underlining specific information within the passage
<b>Simulated technology-enhanced</b>	Intended to simulate item types that may appear in the computer-based assessment; generally in the form of a graphic organizer

In addition, there are both two-point short-answer and three-point constructed-response items. The general rubrics for two- and three-point items follow.

## Two-Point Short-Answer

Score	Description
<b>2</b>	The response: <ul style="list-style-type: none"><li>• Demonstrates sufficient understanding of the standard</li><li>• Includes clear reference to the text</li><li>• Adequately supports ideas with clearly relevant information from the text</li></ul>
<b>1</b>	The response: <ul style="list-style-type: none"><li>• Demonstrates limited understanding of the standard</li><li>• Includes some reference to the text</li><li>• Supports ideas with limited information from the text</li></ul>
<b>0</b>	Response is totally incorrect or irrelevant

### Three-Point Constructed-Response

Score	Description
3	The response: <ul style="list-style-type: none"><li>• Demonstrates clear understanding of the reading</li><li>• Addresses all parts of the question</li><li>• Includes enough related details as support</li></ul>
2	The response: <ul style="list-style-type: none"><li>• Demonstrates understanding of the reading</li><li>• Addresses only part of the question</li><li>• Includes some details as support</li><li>• May include some details of limited quality</li></ul>
1	The response: <ul style="list-style-type: none"><li>• Demonstrates limited understanding of the reading</li><li>• Includes few details as support</li><li>• Includes unrelated or inaccurate details</li></ul>
0	Response is totally incorrect or irrelevant

# Directions

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**Your teacher will tell you which questions you should work with. There is space in this workbook for you to answer them.**

**You should circle the letter of the correct answer or answers for the multiple-choice questions.**

**Some questions will ask you to highlight or underline information in the passage.**

**Answer all other questions in the space provided immediately after the question.**



# Stand-Alone and Passage-Based Language Items

**Grade 7**  
**Student Workbook**

**1** Read the sentences below.

**Alexander the Great was a brilliant innovative military leader. He defeated the Persians at the Granicus River. Then he defeated them a second time in Syria. Finally, he defeated them then a third time at the Tigris River. After that, he declared himself ruler of the Persian Empire.**

On the lines below, rewrite the sentences to correct any errors or to improve the sentences.

Blank writing area with five horizontal lines.

**2**

Read the sentences below.

**That morning, Rodney spent some time playing with Veronica’s new puppy on the way to school. After school, when Rodney was walking home from school, he stopped again at Veronica’s house because he was hoping to play with the puppy again as they had played together before, but the puppy was busy chasing squirrels.**

On the lines below, rewrite the sentences to correct any errors and to improve the sentences.

Blank writing area with five horizontal lines.

**3**

Read the sentences below.

**Nevada became a state after telegraphing like all of the text of its constitution in Morse code to Washington mere days before the presidential election of 1864. The rush was in part to make sure that the state’s two electoral votes went to candadate Abraham Lincoln.**

On the lines below, rewrite the sentences to correct any errors.

Blank writing area with five horizontal lines.

**4**

Read the sentences below.

**Just as the Great Depression was taking hold across the country, the suffering of the plains state farmers was doubling. First, a really long drought that began just as the Great Depression was getting started dried up their fields and killed their crops. Then, sustained winds stirred up a bunch of topsoil and zoomed it off in terrifying, swirling dust storms.**

On the lines below, rewrite the sentences to correct any errors and to make improvements.

Blank writing area with six horizontal lines for student response.

*Option A*

If your teacher tells you to use Option A for the passage-based items, read this passage and answer questions 5 through 10. If not, turn to Option B on page 9.

**Anne Henrietta Martin**

(1) Like many 18-year-olds, Anne Henrietta Martin wasn't sure what she should do with the rest of her life. (2) "Will I never have any ambition, will I never acomplish anything . . . ?" wrote Martin, who was born in 1875. (3) "O, I must do something. (4) I suppose I should live more for others, but I don't understand how."

(5) It would be another 17 years before Martin figured out how to "live more for others." (6) During that time, the Empire City, Nevada, native earned two bachelor's degrees and one master's degree. (7) She also served as head of the new history department at the University of Nevada, taught art history, worked in the family business, and spent several years traveling and studying in Europe and Asia.

(8) Then, one fateful day in 1910, she was arrested at a women's suffrage demonstration in England. (9) Martin had found her calling. (10) She returned to her home state and began working to change laws that prevented women from voting. (11) She became president of the state's Equal Franchise Society. (12) This was in 1912. (13) She and her fellow suffragists visited every corner of the state drumming up support. (14) Two years later, Nevadans approved a new law guaranteeing women the right to vote.

(15) Martin next turned her attention to the national women's suffrage movement, writing articles and giving speeches to anyone who would listen. (16) Eventually, she decided that merely voting wasn't enough and set her sights on becoming the first female United States Senator. (17) Since she didn't want to be aligned herself with any of the political parties that were around at the time, Martin ran as an independent in 1918 and 1920. (18) She repeated the statewide strategy that was so effective in winning women the right to vote. (19) "In the Nevada suffrage campaign, it was the personal work that counted and I have no doubt that it will be the personal work that will count in this campaign," Martin told a friend.

(20) Martin crisscrossed the state, giving speeches and talking one-on-one with voters. (21) She was a sick speaker who blew the folks away. (22) A New York newspaper said that Martin's "personal conversation method of vote-getting" was as "revolutionary as her candidacy." (23) Nevada Supreme Court Justice Patrick McCarran called it "the best managed campaign that has ever been conducted in this state." (24) Martin's campaign established techniques used by statewide office-seekers for decades, but it wasn't enough. (25) Due in part to pacifism in the face of World War II, both elections were lost.

(26) Martin continued her strong passionate support for peace and women's rights for the rest of her life, publishing many articles and poems in major magazines and journals. (27) "Equality for women is a passion for me," Martin wrote in her unpublished autobiography. (28) She had truly found her calling.

**5** What is the correct way to spell the underlined word in sentence 2?

- A accomplish
- B accommish
- C accomplish
- D Leave as is.

**6** Which revision **best** combines sentences 11 and 12?

- A In 1912, she became president of the state's Equal Franchise Society.
- B She became president (in 1912) of the state's Equal Franchise Society.
- C She, in 1912, became president of the state's Equal Franchise Society.
- D She became president of the state's Equal Franchise Society, this was in 1912.

**7** Which is the **best** version of sentence 17?

- A Martin ran as an independent in 1918 and 1920.
- B Not wanting to align herself with any political party, Martin ran as an independent in 1918 and 1920.
- C Since she didn't want to be aligned with any of the political parties at the time, Martin ran as an independent in 1918 and 1920.
- D Leave as is.

**8** Which is the **most** appropriate version of sentence 21?

- A She was a talented speaker who impressed many people.
- B She was a great speaker who totally impressed everyone.
- C She was an awesome speaker who impressed a bunch of people.
- D Leave as is.

**9** Which sentence in the passage includes a dangling modifier?

- A sentence 7
- B sentence 15
- C sentence 22
- D sentence 25

**10** What is the correct way to punctuate sentence 26?

- A Martin continued her strong, passionate support for peace and women's rights for the rest of her life, publishing many articles and poems in major magazines and journals.
- B Martin continued her strong passionate support for peace, and women's rights for the rest of her life, publishing many articles and poems in major magazines and journals.
- C Martin continued her strong passionate support, for peace and women's rights for the rest of her life, publishing many articles and poems in major magazines and journals.
- D Leave as is.

*Option B*

*Edit the passage below. You should correct errors in usage and conventions. You should also edit any sentences that are awkward, have errors, or use language that is inappropriate for an academic assignment.*

**Anne Henrietta Martin**

Like many 18-year-olds, Anne Henrietta Martin wasn't sure what she should do with the rest of her life. "Will I never have any ambition, will I never accomplish anything . . . ?" wrote Martin, who was born in 1875. "O, I must do something. I suppose I should live more for others, but I don't understand how."

It would be another 17 years before Martin figured out how to "live more for others." During that time, the Empire City, Nevada, native earned two bachelor's degrees and one master's degree. She also served as head of the new history department at the University of Nevada, taught art history, worked in the family business, and spent several years traveling and studying in Europe and Asia.

Then, one fateful day in 1910, she was arrested at a women's suffrage demonstration in England. Martin had found her calling. She returned to her home state and began working to change laws that prevented women from voting. She became president of the state's Equal Franchise Society. This was in 1912. She and her fellow suffragists visited every corner of the state drumming up support. Two years later, Nevadans approved a new law guaranteeing women the right to vote.

Martin next turned her attention to the national women's suffrage movement, writing articles and giving speeches to anyone who would listen. Eventually, she decided that merely voting wasn't enough and set her sights on becoming the first female United States Senator. Since she didn't want to be aligned herself with any of the political parties that were around at the time, Martin ran as an independent in 1918 and 1920. She repeated the statewide strategy that was so effective in winning women the right to vote. "In the Nevada suffrage campaign, it was the personal work that counted

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*Option A*

If your teacher tells you to use Option A for the passage-based items, read this passage and answer questions 11 through 16. If not, turn to Option B on page 14.

## The Importance of Being Nice

(1) The great civil rights leader Booker T. Washington once said, “Those who are happiest are those who do the most for others.” (2) Today, the scientific evidence backing up that sentiment is piling higher and higher.

(3) For example, a study by University of Louisville psychologist Michael Steger shows that doing good for others makes people happier. (4) Steger and his researchers asked 65 college students to fill out surveys about their activities, how much purpose they felt their lives had, and how happy or sad they were. (5) The study found that the more people took part in meaningful activities, the happier they were. (6) Meaningful activities included such things as helping others. (7) On the other hand, seeking only pleasure did not make people happier.

(8) Allan Luks, author of *The Healing Power of Doing Good*, says that helping others makes us happy by causing our brains to release chemicals that make us feel good. (9) Interestingly, this pleasant satisfying feeling can be recreated simply by remembering the event. (10) Luks says that helping others can also ease stress and improve physical and emotional health.

(11) Even a young child can be happier giving away their own treats than receiving treats, researchers at the University of British Columbia found. (12) “What’s most exciting about these findings is that children are happiest when giving their own treats away,” said Lara Aknin, the study’s lead author. (13) “Forfeiting their own valuable resources for the benefit of others makes them happier than giving away just any treat.”

(14) Wharton business school professor Adam Grant sees similar results in the business world. (15) His research shows that the opportunity to help others can motivate workers as much as financial rewards or career advancement. (16) Grant found that fundraisers raised a lot more scholarship money if they met the students who benefited from the scholarships in his first study. (17) Even reading letters from the students improved performance. (18) In another study, Grant placed different signs over a hospital soap dispenser. (19) One sign told doctors and nurses that clean hands protected patients. (20) The other sign told doctors and nurses that clean hands protected healthcare workers. (21) When Grant measured the amount of soap used, he found that the sign explaining the benefits for patients caused doctors and nurses to wash more thoroughly.

(22) So the next time you need a quick pick-me-up, find a way to lend a hand to someone else. (23) It can’t hurt, and if the science is right, it just might help you as much as the person you’re helping.

**11** Which is the **best** way to combine sentences 5 and 6?

- A The study found that the more people took part in meaningful activities, such as helping others, the happier they were.
- B The study found that the more people took part in meaningful activities, which includes a variety of activities such as helping others, the happier they were.
- C The study found that the more people helped others, which is a meaningful activity, the happier they were.
- D The study found that the more people took part in meaningful activities, the happier they were, meaningful activities included such things as helping others.

**12** Which version of sentence 8 has correct and appropriate punctuation?

- A Allan Luks: author of *The Healing Power of Doing Good*, says that helping others makes us happy by causing our brains to release chemicals that make us feel good.
- B Allan Luks—author of *The Healing Power of Doing Good*—says that helping others makes us happy by causing our brains to release chemicals that make us feel good.
- C Allan Luks, author of *The Healing Power of Doing Good*, says that helping others makes us happy, by causing our brains to release chemicals that make us feel good.
- D Leave as is.

**13** What is the correct way to punctuate sentence 9?

- A Interestingly, this pleasant, satisfying feeling can be recreated simply by remembering the event.
- B Interestingly this pleasant satisfying feeling can be recreated simply by remembering the event.
- C Interestingly, this pleasant, satisfying feeling can be recreated—simply by remembering the event.
- D Leave as is.

**14** Which sentence contains an incorrect shift in pronoun number?

- A sentence 1
- B sentence 4
- C sentence 11
- D sentence 12

**15** Which version of sentence 16 **most** clearly expresses the author's meaning?

- A Grant found that fundraisers raised a lot more scholarship money if they met the students in his first study who benefited from the scholarships.
- B In his first study, Grant found that fundraisers raised a lot more scholarship money if they met the students who benefited from the scholarships.
- C Grant found that fundraisers raised a lot more scholarship money in his first study if they met the students who benefited from the scholarships.
- D Leave as is.

**16** Which rewrite **best** combines sentences 19 and 20?

- A The signs told doctors and nurses that clean hands protected patients and healthcare workers.
- B One sign told doctors and nurses that clean hands protected patients, and the other stated that cleanliness protected healthcare workers.
- C One sign told doctors and nurses that clean hands protected the patients while the other sign told doctors and nurses that clean hands protected healthcare workers.
- D One sign said that clean hands protected patients and the other said they protected healthcare workers.

*Option B*

Edit the passage below. You should correct errors in usage and conventions. You should also edit any sentences that are awkward, have errors, or use language that is inappropriate for an academic assignment.

## The Importance of Being Nice

The great civil rights leader Booker T. Washington once said, “Those who are happiest are those who do the most for others.” Today, the scientific evidence backing up that sentiment is piling higher and higher.

For example, a study by University of Louisville psychologist Michael Steger shows that doing good for others makes people happier. Steger and his researchers asked 65 college students to fill out surveys about their activities, how much purpose they felt their lives had, and how happy or sad they were. The study found that the more people took part in meaningful activities, the happier they were. Meaningful activities included such things as helping others. On the other hand, seeking only pleasure did not make people happier.

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research shows that the opportunity to help others can motivate workers as much as financial rewards or career advancement. Grant found that fundraisers raised a lot more scholarship money if they met the students who benefited from the scholarships in his first study. Even reading letters from the students improved performance. In another study, Grant placed different signs over a hospital soap dispenser. One sign told doctors and nurses that clean hands protected patients. The other sign told doctors and nurses that clean hands protected healthcare workers. When Grant measured the amount of soap used, he found that the sign explaining the benefits for patients caused doctors and nurses to wash more thoroughly.

So the next time you need a quick pick-me-up, find a way to lend a hand to someone else. It can't hurt, and if the science is right, it just might help you as much as the person you're helping.

**STOP**



# Literary Passage-Based Reading Items

**Grade 7**  
**Student Workbook**

*This excerpt is from a novel about a young girl from Afghanistan who is separated from her family during a war. In this excerpt, she has been brought to the home of an American teacher, who takes her in. Read the passage. Then answer questions 17 through 24.*

## **An Excerpt from *Under the Persimmon Tree***

by Suzanne Fisher Staples

- 1 The house is many times larger than our house in Kunduz. Our house would have fit into any one of these rooms. But compared to the other houses the malek and I passed on the street, this one is small, with only the two sleeping rooms, a tashnab, a salon, and a kitchen. My family slept all together in the main room of our house. It must feel very strange to sleep in a room all alone, and stranger still in such a large cot—strange and lonely. I think of the chickens and the bukri that were always underfoot in our house, their soft sounds part of the song of our lives.
- 2 I tiptoe past the salon and peer around the corner and into the kitchen at the back of the house, where the yellow-haired foreigner stands at the strange metal stove stirring something pungent. The servant comes in through the back door carrying some parcels. She sets them down and sweeps her burqa from her head, dropping it onto a chair beside the wooden table in the center of the kitchen.
- 3 “It’s very cold,” says the servant, whose voice is sour and bitter. Then she sees me standing in the hallway with the oil lamp. When the teacher sees the servant looking at me, she turns and puts down the large wooden spoon she’s been stirring with and smiles. She pulls out a chair and motions me to sit. Chairs are very strange to me. I don’t like sitting so far off the floor.
- 4 “Come,” says the teacher. “Sit. I will have your food on the table in a minute. When you’ve finished, you can go to sleep if you’d like. Husna has brought you some clothes for the morning.”
- 5 I sit on the chair beside the bare-topped table, and the teacher sits across from me. The servant woman takes over at the stove, and I can tell she listens to every word we speak. The kitchen is warm, but drafts of chilly air sweep through. I pull the strange garment around myself more tightly and wish for my pattu.
- 6 “So,” says the teacher, “Husna and I are very happy to have you stay here with us for as long as you’d like.” I think she says this for the benefit of the servant, since she has already told me. Husna turns her head over her shoulder and casts a wary eye on me.
- 7 “Would you like that?” the yellow-haired one asks. I blink my eyes and then nod my head. Once again I find it difficult to speak. Again I hold my hands out to show her my calluses. She rubs her fingertips over them, at the base of each finger and below the middle knuckles. Then she folds my hands together and holds them between her large, very white hands.
- 8 “I know that you can work very hard,” she says. “But the work I want you to concentrate on is schoolwork. We will have some things for you to do—you can help carry water and perhaps run some errands. But I want you to study. Do you understand?” Again I blink my eyes. I’m not sure that I do understand.

- 9 “We will give you a place to sleep and all that you need to eat. But I’d like you to study your numbers and learn to read and write. Does that suit you?” I nod my head. It suits me very well, but I can barely believe my ears. She’s giving me a safe, clean place to sleep, food, and an opportunity to go to school. Surely she will ask something in return!
- 10 The servant puts plates on the table and serves chicken and naan and pillau and steaming spiced vegetables. There is enough food for a wedding feast—far more than the three of us could ever eat.
- 11 The teacher sits while I eat vegetables and pillau. I ignore the knife and fork beside my plate, eating with my right hand, mashing peas and potatoes together, and sopping up gravy with pieces of naan. I slurp sweet green tea in over my teeth, and the teacher smiles. I think she approves of my good manners.
- 12 When I finish eating, she gives me a glass of cold milk. I am able to drink only half.
- 13 “You may call me Nusrat,” the teacher says. “And you may call Husna by her name as well.” I nod to show that I understand. “I will prepare your bed for you so that you can sleep.” She pats my hand again and leaves the room.
- 14 Husna bustles about, clearing the table, her mouth set in a rigid line.
- 15 “You should call her Khanum Faiz, Mrs. Faiz,” she mutters, “or Muallem Saheba, madame teacher.” She bangs the bowl in her hands down on the table, and the noise makes me jump. “She’s a married lady and a respected teacher. You should not take advantage of her kindness.”
- 16 I say nothing, but I stare at this bitter woman and wonder why she should be so angry with me. I decide I will call the teacher Bibi Nusrat, a term of respect and affection. I like her name. I will not speak to the servant at all.

“An Excerpt from *Under the Persimmon Tree*” by Suzanne Fisher Staples. Copyright © 2005 by Suzanne Fisher Staples. Reprinted by permission of Farrar, Straus, and Giroux, LLC.

**17**

Read the sentence below from the passage.

**I think of the chickens and the bukri that were always underfoot in our house, their soft sounds part of the song of our lives.**

Which emotion does the language in the underlined part of the sentence convey?

- A disappointment
- B envy
- C homesickness
- D shame

**18**

Analyze how paragraphs 5 through 8 reveal the different perspectives of the narrator and the teacher. Use details from the passage to support your response. Write your response on the lines below.

Handwriting practice area with 18 horizontal lines.



**19**

Analyze what is revealed about the narrator in paragraph 11 of the passage. Write your response on the lines below.

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**20**

Which trait of the narrator is revealed in the last paragraph of the passage?

- A ambition
- B generosity
- C independence
- D tolerance

**21**

Which **two** sentences show how the narrator's reactions to her new environment reveal details of her past?

- A "Our house would have fit into any one of these rooms."
- B "But compared to the other houses the malek and I passed on the street, this one is small, with only the two sleeping rooms, a tashnab, a salon, and a kitchen."
- C "It must feel very strange to sleep in a room all alone, and stranger still in such a large cot—strange and lonely."
- D "The kitchen is warm, but drafts of chilly air sweep through."

**22**

In each small box, write one word that the narrator uses to describe Husna. In the large box, write a sentence that explains how the author’s use of these words hints at the future relationship between the narrator and Husna.

The diagram consists of four small, empty rectangular boxes arranged vertically on the left side of the page. Arrows from the right side of each of these four boxes point towards a single, larger empty rectangular box on the right side of the page. This layout is designed for students to write descriptive words in the small boxes and then use those words to form a sentence in the larger box.

**23**

Underline or highlight the sentence that **best** shows how the narrator feels about the teacher.

**24**

Explain the **most** likely reason why the narrator uses the word “strange” often in the passage. Write your response on the lines below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The following excerpts are from a book that its publisher describes as a “documentary novel.” Through both storytelling and historical texts, it documents the life of Lewis Michaux, who opened an African American bookstore in Harlem in 1932 and became a well-known civil rights activist. There are three excerpts from the book: “Lewis,” “Snooze,” and “Black Life Magazine.” Read all three excerpts. Then answer questions 25 through 32.

### Three Excerpts from *No Crystal Stair*

by Vaunda Micheaux Nelson

#### LEWIS

- 1 I've got the place. Now I need the books. Seems most publishers aren't interested in books about blacks, and the Depression has made them cautious. It won't be easy, but I'm going to do this or I'm not my father's son.

There are people who don't understand what I'm trying to do. They don't matter. I've got folks who are helping. Some let me comb through books in their basements. Said I could take what I wanted for my inventory. I found Booker T. Washington's *Up from Slavery* and four others on Harriet Tubman, Sojourner Truth, Mary McLeod Bethune, and George Washington Carver. So I've got five books, a building, and a hundred bucks.

I'm starting my business tomorrow.

#### SNOOZE

After I read *The Dream Keeper* at Mr. Michaux's, I go to the library to read it again. The librarian says I can borrow the book with a library card. I don't have one. Don't know if I want one. I read it there.

- 5 Man, how does Hughes know this stuff? It's like he's inside my head. Like he's reading my mind. *I, too, sing America*. I read it over and over. It carves itself deep in my mind 'til it sticks. I can't shake it. Don't want to.

*I am the darker brother.  
They send me to eat in the kitchen  
When company comes,  
But I laugh,  
And eat well,  
And grow strong.  
  
Tomorrow,  
I'll sit at the table  
When company comes.  
Nobody'll dare  
Say to me,  
"Eat in the kitchen,"  
Then.*

*Besides,  
They'll see how beautiful I am  
And be ashamed—*

10 *I, too, am America.*

I don't mean to go back to Mr. Michaux's. I just happen to be on Seventh Avenue. I walk by the store. I look in but keep walking. I don't want Michaux on my case, playin' teacher with me. But somehow, I find myself turning around and walking in.

"How goes it, Snooze?"

He remembers me. I think about leaving, but he doesn't come over. He's helping another customer.

"I'm cool," I say.

15 I start looking at books on the shelf. I find the poetry section. Poetry. *Man, what's wrong with me? I should be lookin' for a job.*

"Try Paul Laurence Dunbar," Mr. Michaux says from behind me. Then he walks away. He's not gonna play teacher.

I find one on the shelf—*The Complete Poems*—and start lookin' through it.

*A crust of bread and a corner to sleep in,  
A minute to smile and an hour to weep in,  
A pint of joy to a peck of trouble,  
And never a laugh but the moans come double;  
And that is life!*

*A crust and a corner that love makes precious,  
With a smile to warm and the tears to refresh us;  
And joy seems sweeter when cares come after;  
And a moan is the finest of foils for laughter;  
And that is life!*

20 I stand reading in the narrow aisle, with books all around. Mr. Michaux catches my eye and nods toward the back room. Another invitation to his "library." How does he make any money if people can just come in and read? I don't get it, but I spend another afternoon with poetry.

Seems like every week I'm stopping in. After a while, I go straight to the back. Mr. Michaux has started piling books—his picks for me—on a table by the chair I use.

The other day, I got my library card. I'm still reading at Mr. Michaux's, but I'm taking books home from the library too. I ask the librarian about jobs. She gives me some of the lowdown. Seems like the only jobs I might get are cleanin' up after people or workin' in the hot sun. Is that all there is for me? I don't want to eat in the kitchen when company comes. I want them to see how beautiful I am because I, too, am America. I'll eat well and grow strong.

Maybe goin' back to school wouldn't be so bad.

**BLACK LIFE MAGAZINE****MAY 1959****BEST KEPT SECRETS**

BY FLORENCE LEE, AROUND-THE-TOWN COLUMNIST

**PLANNING A VISIT TO HARLEM?**

Certainly you'll take in a show at the Apollo Theater—Duke Ellington, Count Basie, Ella Fitzgerald, Miles Davis, or Little Richard perhaps.

- 25 The Hotel Theresa, considered Harlem's best, is another obvious destination, its thirteen stories covering an entire city block along 125th Street. Maybe you're hoping to get a peek at Lena Horne, Eartha Kitt, Satchel Paige, Sammy Davis Jr., or Cassius Clay. Not impossible. Since it opened its doors to Negroes in 1940, the hotel has become the black elite's Waldorf.

Great spots to take in, without a doubt. But here's the inside scoop. Although most would call 125th the area's hub, many locals would disagree. For them, Seventh Avenue is Harlem's true main street with its shops, churches, beauty salons, theaters, nightclubs, apartment buildings, and private brownstones. The corner of 125th and Seventh, referred to as Harlem Square, is the hub of the community.

And the best kept secret in Harlem is at this hub, across the way from the Theresa—Lewis Michaux's National Memorial African Bookstore. This literary haven on Seventh Avenue carries an abundance of mainstream and underground books and pamphlets all about Negro history and culture. American Negro and African fiction, poetry, politics, philosophy, and art—you'll find it there.

Michaux's bookstore, as some call it, has become a regular stop for out-of-towners seeking treasures.

The store is no secret to locals. Many Harlemites are attracted to the establishment for more than reading materials. They come for the talk. Ideas and opinions are never in short supply thanks to Lewis Michaux, a small man with big ideas. Michaux's often-controversial philosophies and sense of humor keep discussions lively and bring regulars back day after day to share opinions or try to have the last word. Langston Hughes, Claude McKay, Zora Neale Hurston, James Baldwin, W.E.B. DuBois, Adam Clayton Powell Jr., Louis Armstrong, and John Henrik Clarke are among those who have frequented the store for good books and hot conversation.

- 30 And the discussions don't occur only within the walls of the National Memorial African Bookstore. The sidewalk in front of the store has become a rallying point for speeches on civil rights, education and politics. Michaux frequently takes the platform himself, black nationalism and self-sufficiency among the topics of his fiery discourse. Some speakers draw thousands of listeners and prompt police to line the streets. The crowds shout and clap to the rhythm of the rhetoric and sometimes grow so quiet one wonders at the power of the words being spoken.

The store owner says, "My primary mission is to put books into the hands of black people." He seems to be accomplishing this and more.

So, if you want to experience *all* of Harlem, the *best* of Harlem, visit Michaux's and join the discussion. Just remember to bring along your keenest arguments and plan to come away thinking.

"Three Excerpts from *No Crystal Stair*" by Vaunda Micheaux Nelson. Copyright © 2012 by Vaunda Micheaux Nelson. Reprinted by permission of Lerner Publishing Group, Inc.



**25** Underline or highlight **two** sentences in the excerpt titled “Lewis” that best reveal Michaux’s determination.

**26** In the excerpt titled “Snooze,” what are **two** ways that Mr. Michaux encourages Snooze to return each week?

- A by selecting books for Snooze to read
- B by inviting Snooze to read in the back room
- C by acting as a demanding teacher toward Snooze
- D by ignoring Snooze while he helps another customer

**27** Which sentence **best** states the central idea developed in the excerpt titled “Snooze”?

- A Bookstores need areas that welcome people to linger and read.
- B Literature that sparks a deep personal response can change a life.
- C The literature that lasts has a message that is universal to all readers.
- D Libraries serve an important purpose by making books available to everyone.

**28** The excerpt titled “Snooze” includes two stanzas of a poem by Paul Laurence Dunbar. Explain how the two stanzas offer two different views of life. Write your response on the lines below.

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**29**

Describe how the poetry Snooze reads at the bookstore influences his ideas and actions. Write your response on the lines below.

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**30**

What does the word discourse mean in the excerpt titled “*Black Life Magazine*”?

- A a speech
- B a new idea
- C a kind of book
- D a conversation

**31**

Read the sentences from the excerpt titled “*Black Life Magazine*.”

**The store owner says, “My primary mission is to put books into the hands of black people.”  
He seems to be accomplishing this and more.**

Explain how all **three** excerpts, “Lewis,” “Snooze,” and “*Black Life Magazine*,” develop the idea expressed in the sentences. Use details from all three excerpts to support your response. Write your response on the lines below.

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Lined writing area with 25 horizontal lines.

**32**

In the boxes on the left are themes that are expressed in all three excerpts. In the boxes on the right are quotations from the three excerpts. Draw a line from each theme to a quote that **best** expresses that theme.

**Ethnic Identity**

“Just remember to bring along your keenest arguments and plan to come away thinking.”

**Education**

“I’m starting my business tomorrow.”

**Self-Sufficiency**

“This literary haven on Seventh Avenue carries an abundance of mainstream and underground books and pamphlets all about Negro history and culture.”

**Exchange of Ideas**

“Maybe goin’ back to school wouldn’t be so bad.”

**STOP**



# Informational Passage-Based Reading Items

**Grade 7**  
**Student Workbook**

William Shakespeare is perhaps the best-known poet and playwright of all time. Some people, however, doubt that he really wrote the great works with which he is credited. This passage looks at some competing theories about this controversy. Read the passage. Then answer questions 33 through 40.

## If Shakespeare didn't write the plays, who did?

by Stephen Fraser

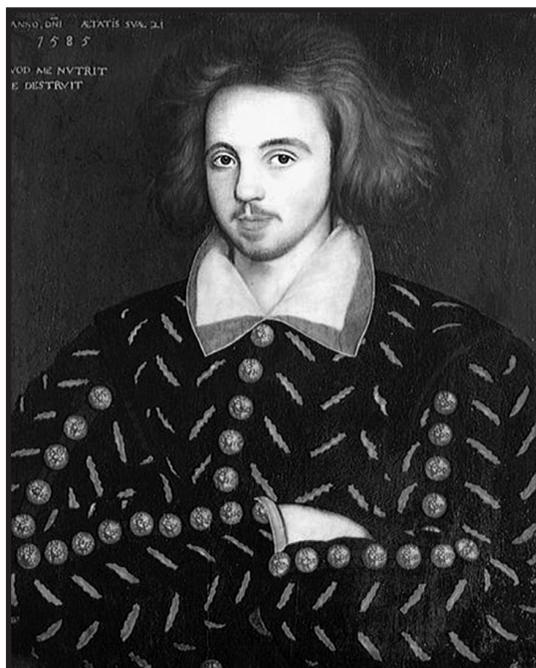
### Three Possibilities: Sir Francis Bacon, Christopher Marlowe, and Edward de Vere, Earl of Oxford

**Sir Francis Bacon (1561–1626)** was a philosopher and a statesman. He is considered by many as the father of scientific (inductive) reasoning. He was also a playwright. The similarity of Francis Bacon's extraordinary vocabulary to that of Shakespeare offers a compelling argument to those who believe that Bacon was the real Shakespeare: Analysis finds a 98.5 percent similarity in the words the two men used. (Shakespeare is said to have used 29,000 different words!) Bacon also called himself a "concealed poet" in a published essay. Did Lord Bacon write Shakespeare's plays and protect his noble status by putting another man's name on them?



#### COINCIDENCE?

William Shakespeare mentions 33 varieties of flowers in his plays. Francis Bacon includes 30 of the same flowers in his essay "Of Gardens."



**Christopher Marlowe (1564–1593)** was a playwright who lived during Shakespeare's time. His best-known plays are *Doctor Faustus* and *Tamburlaine*. Scholars have often said that if Marlowe had not died so young (in a tavern fight), he might have matured into a great writer like William Shakespeare. According to "stylometric" tests, both Marlowe and Shakespeare share an average word length of 4.2 letters throughout their works, unlike the other two candidates. Did Marlowe fake his own death so that he could "become" Shakespeare? He was in debt and had been accused of being a secret agent, so he might have needed to hide from the law.

#### COINCIDENCE?

Christopher Marlowe wrote a play called *The Jew of Malta*. William Shakespeare wrote a similar play called *The Merchant of Venice*.

**Edward de Vere, Earl of Oxford (1550–1604)** is the person most often cited as the real Shakespeare (other than Shakespeare himself). He was a highly educated world traveler, well read, and a fine writer of sonnets and plays. A favorite of Queen Elizabeth and her court, de Vere was also a great storyteller who told tales fabricated from his adventures. In one such story, pirates overtook the ship he was traveling on, stripped him naked, and left him on an English shore. A passage in Act 4 of *Hamlet* contains exactly the same story.

If anyone needed to hide his real identity as a nobleman and a public figure in order to avoid punishment for his involvement in theatrical life, it would have been de Vere. He was always in trouble. He was a belligerent philanderer and a spendthrift<sup>1</sup>. Scandals haunted him throughout his life, such as various illicit love affairs. His involvement in the theater would have disgraced his family (and threatened his inheritance) even further.




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### COINCIDENCE?

Edward de Vere visited each of the places William Shakespeare wrote about in his plays, including Italy, France, and Greece. Shakespeare is not known to have traveled at all.

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<sup>1</sup>**spendthrift:** someone who is very careless with money

“If Shakespeare didn’t write the plays, who did?” by Stephen Fraser. From *Junior Scholastic*, February 2006 issue. Copyright © 2006 by Scholastic Inc. Reprinted by permission of Scholastic Inc. *Sir Francis Bacon, Christopher Marlowe, and Edward de Vere* in the public domain.

**33** Underline or highlight the sentences in the section about Sir Francis Bacon that **best** support the idea that Bacon was hiding his identity as Shakespeare.

**34** Which **two** details are used to support both Sir Francis Bacon and Christopher Marlowe as candidates for being the real Shakespeare?

- A Both wrote plays during Shakespeare’s time.
- B Both published essays during Shakespeare’s time.
- C Both wrote a play very similar to a play written by Shakespeare.
- D Both used words that were similar to words used by Shakespeare.

**35** Analyze which idea used to support Christopher Marlowe as the “real” Shakespeare is weakest. Write your response on the lines below.

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**36** Which similarity between Sir Francis Bacon and Edward de Vere may have prevented each man from claiming to be the real Shakespeare?

- A their personal scandals
- B their role as statesmen
- C their status as noblemen
- D their scientific reputations

**37** What does the word fabricated mean in the section about Edward de Vere?

- A stolen
- B created
- C taught
- D imagined

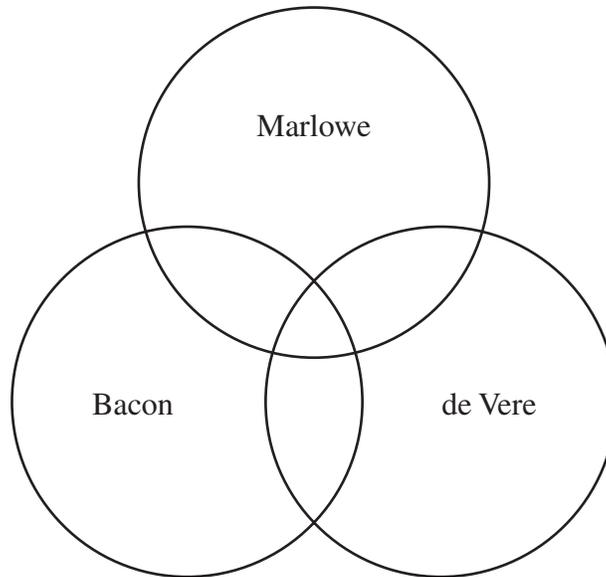
**38** Describe the similarities between Edward de Vere and Shakespeare that are used to support the claim that de Vere could have been the “real” Shakespeare. Write your response on the lines below.

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**39**

Look at the Venn diagram below. Using the list at the bottom, write the number for each trait into the proper area in the diagram, according to information in the passage.

### Traits of the Shakespeare Candidates



1. Playwright
2. Poet
3. Money problems
4. Might have needed to hide from the law
5. Traveled to places Shakespeare wrote about

**40**

Explain how the organization and presentation of the information about Bacon, Marlowe, and de Vere helps to develop the central idea of the passage. Use details from the passage to support your response. Write your response on the lines below.

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A large rectangular area containing 25 horizontal lines for writing.

*In 1920, the adoption of the 19th Amendment to the United States Constitution guaranteed women the right to vote. Fifty years before this, however, women in one state cast their first votes. This passage describes that pioneering state. Read the passage. Then answer questions 41 through 47.*

## Wyoming: Land of the Free

by Sandra E. Guzzo

- 1 The “Wild West” took on new meaning in December 1869. That’s when the 20-member Wyoming Territory legislature became the first government in the world to give women the right to vote and hold public office. How did such a controversial measure pass on the Wyoming frontier, when the rest of the world viewed women’s suffrage as radical and unacceptable?

Some Wyoming legislators believed that giving women the vote simply was the “right” thing to do. Others were interested in attracting more people—especially women—to the sparsely populated territory. Still others felt that women would add a “civilizing” presence to voting areas. Whatever the motives, Wyoming set America on a course that made the other territories and states sit up and take notice.

“Colonel” William H. Bright, a 45-year-old saloonkeeper from South Pass City, introduced the proposed suffrage bill. Many credit his wife, Julia, with persuading him to sponsor it. Esther Hobart McQuigg Morris, another woman who lived in the same gold-mining town, might also have influenced Bright. Legend has it that she invited Bright to a tea party and made him promise to introduce the bill. Although historians have disputed Morris’s role in this matter, she did play a part in Wyoming history when she later became the nation’s first female justice of the peace in 1870.

A true friend of women’s suffrage was Edward M. Lee, a 32-year-old lawyer from Connecticut who had been appointed secretary of the Wyoming Territory. He, too, believed women’s suffrage was just, but he used another argument to win the legislature’s support. He told them it would attract settlers. Wyoming had only 8,000 residents at the time, and men outnumbered women six to one. What better way, he argued, to increase the population and to encourage more women to settle in Wyoming?

- 5 Lee also knew that it was easier to pass such a bill in a territory than it would be in a state. In a territory, a simple majority vote by the legislature, with approval of the governor, would do. In a state, however, citizens vote on changes to the state constitution. Lee became a spokesman for pro-suffrage views at a time when Wyoming women did not even have a suffrage organization and were not accustomed to speaking in public.

Nationally known suffragist speakers also played an important role in the bill’s passage. Anna Dickinson’s visit was hailed by the Cheyenne Leader as “quite an event in our city.” Redelia Bates, another suffragist leader, spoke in Cheyenne in November 1869, just before the legislators met. Audiences found Dickinson and Bates to be attractive and charming, two qualities that appealed to the predominantly male population.

The suffrage bill was not without its opponents, however. Representative Ben Sheeks led the attack against women's suffrage, expressing some of the popular notions of the time. He believed that a woman's place was in the home and that only bad and ignorant women would vote. He claimed that politics was a dirty business and that suffrage would result in conflict in the home. Despite this opposition, the bill passed Wyoming's House of Representatives and the Territorial Council (the upper house of the territorial legislature). All that remained was the governor's approval.

Governor John A. Campbell was not a women's rights sympathizer. Many legislators thought he would use his power to veto the bill, but they were wrong. Campbell took the issue seriously. Deciding that "an experiment" was justified, he signed the bill in December 1869.

On September 6, 1870, Louisa Ann Gardner Swain, a woman of social standing in Laramie, became the first of 1,000 eligible female voters to cast her ballot. Pronouncing the experiment a success, the governor said that the women had conducted themselves with "as much tact, sound judgment, and good sense as men."

- 10 When Congress threatened to refuse Wyoming's application to statehood in 1890 if it insisted on maintaining women's suffrage for its citizens, Wyoming's leaders claimed they would rather give up their statehood request than revoke the voting rights of its women residents.

By 1918, 14 western territories and states supported full women's suffrage, compared with only three eastern states. Like Wyoming, each western territory or state saw the emergence of figures to lead the fight for women's suffrage, and each overcame setbacks and detractors to grant women's suffrage. But Wyoming had led the way, prompting Susan B. Anthony to praise it as "the first place on God's green earth which could . . . claim to be the land of the Free!"

"Wyoming: Land of the Free" by Sandra E. Guzzo. From *Cobblestone*, March 2009 issue. Copyright © 2009 by Carus Publishing Company. Reprinted by permission of Cobblestone Publishing.

**41**

How does paragraph 6 contribute to the overall message of the passage? Select **two** answers.

- A It highlights the arguments made by those who supported women’s suffrage.
- B It emphasizes the struggles that people faced when fighting for women’s suffrage.
- C It shows that outsiders helped influence the passage of women’s suffrage in Wyoming.
- D It provides context by revealing that women’s suffrage was an important issue beyond Wyoming.

**42**

Explain how the author supports the idea that Wyoming was a good place to enact women’s suffrage. Write your response on the lines below.

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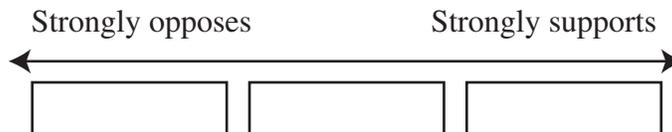
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**43**

Look at the diagram below.

**Stances on Women's Suffrage  
in Wyoming**

Using the list below, write each name in a box that corresponds with that person's level of support for women's suffrage.

Edward M. Lee

Ben Sheeks

John A. Campbell

**44** In paragraph 11, what does the word detractors mean?

- A cheaters
- B liars
- C judges
- D critics

**45** Which sentence **best** states the central idea of the passage?

- A “That’s when the 20-member Wyoming Territory legislature became the first government in the world to give women the right to vote and hold public office.”
- B “Lee became a spokesman for pro-suffrage views at a time when Wyoming women did not even have a suffrage organization and were not accustomed to speaking in public.”
- C “Pronouncing the experiment a success, the governor said that the women had conducted themselves with ‘as much tact, sound judgment, and good sense as men.’”
- D “By 1918, 14 western territories and states supported full women’s suffrage, compared with only three eastern states.”

**46** Highlight or circle the sentence in the passage that **best** supports the idea that women’s suffrage eventually became seen as a fundamental right in Wyoming.

**47**

Based on the passage, summarize the arguments of people opposed to women’s suffrage. Write your response on the lines below.

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**STOP**



# Informational Pairing Passage-Based Reading Items

**Grade 7**  
**Student Workbook**

The first passage tells about a group of pioneering journalists. The second, from a speech by Theodore Roosevelt, reflects his growing dissatisfaction with their work. Read the passages. Then answer questions 48 through 58.

## The Muckrakers

**How a group of writers in the early 20th century exposed troubling cases of corruption in America**

- 1 “As for the other men, who worked in tank rooms full of steam . . . their peculiar trouble was that they fell into the vats [of lard<sup>1</sup>]. . . . Sometimes they would be overlooked for days, till all but the bones of them had gone out into the world as Anderson’s Pure Leaf Lard!”

A century ago, a writer named Upton Sinclair horrified Americans with the above description of working conditions in a meat-processing plant. Sinclair and other journalists were uncovering some of America’s most troubling secrets. Critics accused them of just wanting to stir up trouble. But the writers proudly wore their nickname: the muckrakers.

At the turn of the 20th century, the United States was on the brink of an exciting era. The economy was booming. The Industrial Revolution had helped turn U.S. businesses such as beef, steel, and oil into economic giants.

But everywhere, ordinary people suffered. Factory workers labored under dangerous conditions. Immigrants poured into the country looking for jobs, but were trapped in crowded city slums. Meanwhile, the richest 10 percent of Americans owned 90 percent of the country’s wealth.

- 5 Some Americans began to call for reform. Their collective demands came to be known as the Progressive Movement. The muckrakers—the voices of reform—exposed corrupt (dishonest) government and the greed of big business like never before.

### The Importance of *McClure’s*

In 1893, an ambitious Irish immigrant named S. S. McClure started a magazine in New York City. *McClure’s* was important because it was the first magazine to allow its writers to examine a story in depth. In its pages, Lincoln Steffens, Ida M. Tarbell, Ray Stannard Baker, and other reporters created what is now called the investigative journalist.

In 1902, Steffens wrote a story for *McClure’s* about government and police corruption in St. Louis, Missouri. Readers were shocked to learn of the amount of graft in a major U.S. city. Steffens went on to write similar stories from Chicago, Minneapolis, and New York. His 1904 book, *The Shame of Our Cities*, inspired urban reforms across the country.

Monopolies were another big problem. A businessman could gain a monopoly by buying up small companies or driving them out of business. Eventually, he would be able to control the markets for a resource, such as oil or steel. Then he could charge anything he wanted for it.

As a girl, Ida M. Tarbell had watched John D. Rockefeller’s oil business spread across northwestern Pennsylvania. Tarbell later investigated Rockefeller’s powerful monopoly. In 1902,

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<sup>1</sup>**lard:** the fat of pigs that has been melted down; used in cooking

she published the first in a series of articles on the subject. They became a book, *The History of the Standard Oil Company*, which alarmed many U.S. officials. In 1911, the government broke up the monopoly. Standard Oil was forced to split into more than 33 companies.

### *The Jungle*

- 10 The muckrakers had other successes. In 1904, a weekly publication called *Appeal to Reason* sent Upton Sinclair to investigate Chicago's meat-packing plants. From this experience, Sinclair wrote a novel called *The Jungle*. His descriptions of unsafe and unsanitary conditions outraged the public. In 1906, Congress reacted to the anger by passing the Pure Food and Drug Act. That created the Food and Drug Administration (FDA), and set strict standards for all food produced in the U.S.

Other writers of the time exposed stock-market fraud, child-labor abuses, and dangerous conditions in coal mines. Their reporting sparked reforms across the country. But President Theodore Roosevelt, who grew tired of the writers' attacks, compared them to a character in John Bunyan's *The Pilgrim's Progress*. They were, he said, like "the Man with the Muck-Rake" who only knew how to stir up dirt. The name muckraker stuck.

The muckraking movement eventually declined for many reasons. In time, the country became distracted by the greater horrors of World War I (1914–1918). But the muckrakers had put their stamp on the country. Their work has inspired generations of crusading writers and reformers, and has helped improve conditions for countless Americans ever since.

## An Excerpt from “The Man with the Muck-Rake”

by Theodore Roosevelt

- 1 In Bunyan’s *The Pilgrim’s Progress* you may recall the description of the Man with the Muck-Rake, the man who could look no way but downward, with the muck rake in his hand; who was offered a celestial crown for his muck rake, but who would neither look up nor regard the crown he was offered, but continued to rake to himself the filth of the floor . . .

Now, it is very necessary that we should not flinch from seeing what is vile and debasing. There is filth on the floor, and it must be scraped up with the muck rake; and there are times and places where this service is the most needed of all the services that can be performed. But the man who never does anything else, who never thinks or speaks or writes, save of his feats with the muck rake, speedily becomes not a help but one of the most potent forces for evil.

There are in the body politic, economic and social, many and grave evils, and there is urgent necessity for the sternest war upon them. There should be relentless exposure of and attack upon every evil man, whether politician or business man, every evil practice, whether in politics, business, or social life. I hail as a benefactor every writer or speaker, every man who, on the platform or in a book, magazine, or newspaper, with merciless severity makes such attack, provided always that he in his turn remembers that the attack is of use only if it is absolutely truthful.

“The Muckrakers” by Daniel Steffens. From *Junior Scholastic*, February 2006 issue. Copyright © 2006 by Scholastic Inc. Reprinted by permission of Scholastic Inc. “An Excerpt from ‘The Man with the Muck-Rake’” by Theodore Roosevelt. In the public domain.

**48** The word benefactor in paragraph 3 of “The Man with the Muck-Rake” shares a root with the word “benefit.” Based on this, a benefactor is a person who

- A writes great books.
- B gives support or aid.
- C acts in a friendly manner.
- D offers and accepts advice.

**49** Which sentence from “The Muckrakers” does **not** express an opinion?

- A “At the turn of the 20th century, the United States was on the brink of an exciting era.”
- B “In 1893, an ambitious Irish immigrant named S. S. McClure started a magazine in New York City.”
- C “In 1902, Steffens wrote a story for *McClure’s* about government and police corruption in St. Louis, Missouri.”
- D “Monopolies were another big problem.”

**50** Below are six sentences from “The Muckrakers” that describe specific problems the muckrakers wrote about. Write each sentence’s number into its proper place in the chart to indicate which category each problem fits into. Some categories will have more than one number.

1. “Meanwhile, the richest 10 percent of Americans owned 90 percent of the country’s wealth.”
2. ““Sometimes they would be overlooked for days, till all but the bones of them had gone out into the world as Anderson’s Pure Leaf Lard!””
3. “Readers were shocked to learn of the amount of graft in a major U.S. city.”
4. “Standard Oil was forced to split into more than 33 companies.”
5. “Immigrants poured into the country looking for jobs, but were trapped in crowded city slums.”
6. “In 1906, Congress reacted to the anger by passing the Pure Food and Drug Act.”

**Categories of Social Problems Addressed by the Muckrakers**

Working Conditions	Monopolies	Corruption	Inequality

**51**

Which sentence from “The Muckrakers” **best** states the central idea of the passage?

- A “But the writers proudly wore their nickname: the muckrakers.”
- B “The muckrakers—the voices of reform—exposed corrupt (dishonest) government and the greed of big business like never before.”
- C “They were, he said, like ‘the Man with the Muck-Rake’ who only knew how to stir up dirt.”
- D “But the muckrakers had put their stamp on the country.”

**52**

Given that the muckrakers were the voice of reform, explain the **most** likely reasons why the author of “The Muckrakers” chose to begin the passage with the quotation from Upton Sinclair. Write your response on the lines below.

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**53**

Based on information in “The Muckrakers,” explain why the muckrakers were called “investigative journalists” and how their work reflected a change in reporting. Write your response on the lines below.

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**54**

Explain how economic and social conditions in the United States in the early 20th century created a need for the muckrakers, and how the muckrakers met that need. Use details from **both** passages to support your response. Write your response on the lines below.

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**55** Which **two** phrases from the first paragraph of “The Man with the Muck-Rake” help the reader to understand the meaning of the word celestial?

- A “. . . who could look no way but downward . . .”
- B “. . . with the muck rake in his hand . . .”
- C “. . . who would neither look up nor regard . . .”
- D “. . . but continued to rake to himself.”

**56** Underline or highlight the sentence in “The Man with the Muck-Rake” in which the author suggests that some muckrakers are dishonest.

**57**

President Theodore Roosevelt structured the excerpt from “The Man with the Muck-Rake” to highlight the relationship between his support for social critics and his criticism of muckrakers. Read the sentences below from the passage. Write the number of each sentence in the appropriate box to show the structure of Roosevelt’s argument.

### Relationship of Roosevelt’s Comments

To Offer Support for Social Critics		To Offer Criticism for Muckrakers	
	vs.		
	vs.		

1. “But the man who never does anything else, who never thinks or speaks or writes, save of his feats with the muck rake, speedily becomes not a help but one of the most potent forces of evil.”
2. “I hail as a benefactor every writer or speaker, every man who, on the platform or in a book, magazine, or newspaper, with merciless severity makes such attack, provided always that he in his turn remembers that the attack is of use only if it is absolutely truthful.”
3. “There is filth on the floor, and it must be scraped up with the muck rake; and there are times and places where this service is the most needed of all the services that can be performed.”
4. “There are in the body politic, economic and social, many and grave evils, and there is urgent necessity for the sternest war upon them.”

**58**

The authors of the passages “The Muckrakers” and “The Man with the Muck-Rake” have different purposes for writing about the muckrakers. Analyze the information each author uses in order to achieve his or her purpose. Use details from **both** passages to support your response. Write your response on the lines below.

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Lined writing area with 25 horizontal lines.

**STOP**



**Dale A.R. Erquiaga**

*Superintendent of Public Instruction*

**Office of Assessment, Program Accountability, and Curriculum**

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