

Break through the Barriers

- Section 1: Reading and Language, pages 61–70
- Section 2: Writing, pages 71–74

Section 1: Reading and Language

VOCABULARY

DIRECTIONS Read each item carefully. Then choose the best answer. Mark your answer.

- 1 When you admit something, you —
(A) change its shape
(B) show respect for it
(C) agree that it is true
(D) ask what it is about
- 2 If land is barren, it is —
(F) covered with water
(G) too expensive to buy
(H) a great distance away
(J) not able to support life
- 3 Another word for collapse is —
(A) fail
(B) blur
(C) decide
(D) control
- 4 Comfort is a feeling of —
(F) guilt
(G) pride
(H) relief
(J) anger
- 5 A debt is something you —
(A) owe
(B) ruin
(C) launch
(D) defend
- 6 To decline means to —
(F) give credit
(G) walk uphill
(H) become less
(J) decide quickly
- 7 Dignity means —
(A) joy
(B) pride
(C) growth
(D) triumph
- 8 Someone who is mature is —
(F) really nice
(G) usually sad
(H) fully grown
(J) easily excited
- 9 Another word for noble is —
(A) nervous
(B) interested
(C) impressive
(D) elementary
- 10 When you pursue something, you —
(F) cover it
(G) chase it
(H) ignore it
(J) decorate it
- 11 If your face is radiant, you look —
(A) joyful
(B) fierce
(C) serious
(D) relaxed
- 12 Steady means —
(F) grumpy
(G) comical
(H) pleasant
(J) constant
- 13 Something that is superior is —
(A) difficult
(B) excellent
(C) enormous
(D) surprising
- 14 To sustain is to —
(F) haul
(G) injure
(H) support
(J) compare
- 15 When there is unemployment, people are —
(A) out of work
(B) harvesting a crop
(C) building machines
(D) eager to celebrate

READING AND LITERARY ANALYSIS

DIRECTIONS Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

Better Times Are Coming

I remember the day my family landed in New York. We had just finished an exhausting trip from our homeland, Poland, where there were many terrible problems. The boat that carried us to our new country was cramped and dirty. The rolling waves and the smell of herring and potatoes made me sick. The only relief was crawling out of our tiny cabin and standing in the sea air on deck. Whenever I felt I couldn't stand it anymore, Papa said, "Forget about these troubles, Son. We will build our own little clothing business in the land of opportunity."

Though Papa meant what he said, things were not easy for a family that knew no one in America and didn't speak English. We ended up living in a miserable shoebox. There were no windows, water, or heat. "Don't worry," said Papa. "Better times are coming."

Better times weren't coming. We didn't have enough money to start a clothing business, so Papa had to work in a factory. He earned about \$13 a week, which was not enough for our food and rent. We took in a boarder who slept on a mattress on the floor. "How can you stand this, Papa?" I whined one day. "You said things would be better, and they are worse." Papa smiled patiently and said, "Better times are coming." Hearing him say that again made me boil like a pot of water.

I couldn't even attend school at first because I didn't know English. Fortunately, there were groups of other Jewish people who had come to New York, and they helped me

learn. When I finally enrolled, I was put in first grade, even though I was twelve. After school, I sold newspapers to make a little money. It was dark when I finally got home. When I complained, Papa repeated, "Better times are coming. Be strong, Son."

Momma also started to go to school. The same organization that helped me offered classes for adults at night. Momma studied English and also took sewing classes. She started to work in a factory, too.

Papa and Momma continued to work hard. The more pieces Papa put together in the coat factory, the more he got paid. Every night he came home from work exhausted. I would sit beside him and say, "Poor Papa," but Papa would close his eyes and whisper, "Better times are coming." I wasn't so sure. I had to struggle with myself to keep going.

One day Papa came home early. We were afraid he was sick until we saw the look on his face. "Quick!" he shouted. "Come with me. I have something to show you." He guided our little family through the snowy streets of New York. Finally, he stopped in front of a tiny store and an apartment. He said proudly, "This is our new tailoring business and home, my family."

"How did you do this?" I asked, amazed.

"I worked hard and saved, and never stopped believing that better times were coming. And, you see, Son, they did!"

Right then, I vowed that I would be as strong as Papa. I would never let my fears and complaints keep me from my dreams.

READING AND LITERARY ANALYSIS, *continued*

16 What caused the family to move to New York?

- (F) New York had very good schools.
- (G) Papa wanted to work in a factory.
- (H) The family wanted to learn English.
- (J) There were problems in their homeland.

17 Why can't the boy go to school at first?

- (A) He is afraid.
- (B) He has to work.
- (C) He does not know English.
- (D) He wants to return to Poland.

18 According to the story, why does the boy complain about his situation?

- (F) He feels that his life was happier in Poland.
- (G) He thinks his father is not working hard enough.
- (H) He hopes that his family will soon leave New York.
- (J) He worries that his living conditions may not improve.

19 In this story, Papa is a person who —

- (A) believes in his dreams
- (B) has little patience with his family
- (C) does not get along well with people
- (D) tries to find an easy way to do things

20 Which of these techniques did the writer not use to develop the character of Papa?

- (F) showing how the character acts
- (G) including what the character says
- (H) showing what others think of the character
- (J) describing the character's physical appearance

21 Read this simile.

Hearing him say that again made me boil like a pot of water.

The writer uses this simile to show that the boy feels —

- (A) warm
- (B) angry
- (C) hungry
- (D) interested

22 Read this metaphor.

We ended up living in a miserable shoebox.

The writer uses this metaphor to show that the family's apartment in New York was —

- (F) tiny
- (G) cold
- (H) colorful
- (J) comfortable

23 The theme of this story is —

- (A) families work better if they work together
- (B) your dreams can come true if you pursue them
- (C) people who think better times are coming are foolish
- (D) sometimes people go from a bad problem to a worse one

24 Why does the boy vow to be as strong as Papa?

- (F) He wants to work in a factory.
- (G) He wants others to notice him.
- (H) He wants to buy a home someday.
- (J) He wants to achieve his goals, like Papa did.

READING AND LITERARY ANALYSIS, *continued*

DIRECTIONS Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

There's Work to Be Done

Kate looked confused as she stared at the ration books on the kitchen table. "How am I ever going to figure out these shopping coupons?" she thought. Because of the war, Mom was away most of the time working in an airplane factory. Dad and her big brother, Joe, were in Europe fighting the Germans. That left Kate, who was only sixteen, to clean, shop, and take care of her two little brothers, Ben and Toby. At first, Kate didn't think she could take on so much responsibility, but Mom trusted her. "You can do it," Mom had said. "And remember, we all have to help. There's a war on."

Kate rolled up the sleeves of her white blouse and tossed back her auburn ponytail. Understanding the coupons was like cracking an enemy code. Finally, she figured out how the ration-book system worked.

Before long, Kate was running the house with the ease of an army commander. Mom worked long hours at the factory while Kate took care of the house and the kids—and still studied hard in school!

One afternoon, Kate realized that she could do even more. Taking over Mom's

responsibilities had taught her that she was a capable person. She knew that the government was encouraging people to save things like newspapers, waste fat, and tin cans to help the war effort. Kate dashed into Ben and Toby's room, her cheeks flushed with enthusiasm. "Where's your wagon?" she asked. "Let's go around the neighborhood and collect newspapers for the war effort."

Not long after that, Kate organized neighborhood teens to collect bacon grease and meat drippings, which were used for bullets. She helped collect nylon stockings at hospitals and theaters, which were used to make parachutes. She worked with teenage boys to collect scrap metal—and even learned how to drive Joe's truck to help haul it. One day, Kate was invited to speak at a women's club. She felt so proud. They wanted her to explain how to organize collection drives.

Late one night, Mom and Kate were sitting on the front porch, enjoying the cool air. Mom hugged Kate and smiled. "You've been doing so much," she said. "You must be getting tired."

Kate smiled back. "Are you kidding, Mom?" she replied. "There's work to be done!"

25 Read this simile.

Understanding the coupons was like cracking an enemy code.

The writer uses this simile to emphasize Kate's —

- (A) sadness
- (B) honesty
- (C) creativity
- (D) commitment

26 Read this metaphor.

Before long, Kate was running the house with the ease of an army commander.

The writer uses this metaphor to describe Kate's new —

- (F) self-doubt
- (G) selfishness
- (H) self-interest
- (J) self-confidence

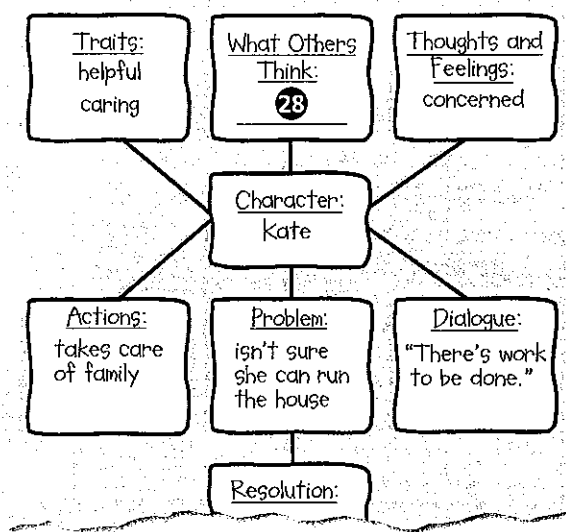
GO ON 

READING AND LITERARY ANALYSIS, continued

DIRECTIONS To answer items 27–32, compare the story “Better Times Are Coming,” on page 62, with the story “There’s Work to Be Done,” on page 64.

- 27** How is Kate from “There’s Work to Be Done” like Papa from “Better Times are Coming”?
- (A) Both live with a large family.
 - (B) Both try hard to reach their goals.
 - (C) Both get a lot of money for their work.
 - (D) Both suffer greatly without realizing their dream.

28 Study this character map.



Kate’s mom probably thinks that Kate —

- (F) has foolish ideas
- (G) gives up too easily
- (H) is thoughtful and capable
- (J) is nice, but not very smart

- 29** How are the families in “There’s Work to Be Done” and “Better Times Are Coming” the same?
- (A) Neither family is poor.
 - (B) Both families work very hard.
 - (C) Neither family speaks English.
 - (D) Both families are new immigrants.

- 30** At the end of “Better Times are Coming” and “There’s Work to Be Done,” both Papa and Kate have —
- (F) set similar goals
 - (G) broken their promises
 - (H) achieved positive results
 - (J) discovered new problems

- 31** How is Kate in “There’s Work to Be Done” different from the boy in “Better Times Are Coming”?
- (A) Kate does not complain.
 - (B) Kate has a very easy life.
 - (C) Kate does not go to school.
 - (D) Kate always knows just what to do.

- 32** The theme of “There’s Work to Be Done” is —
- (F) Girls work harder than boys.
 - (G) Recycling is good for the community.
 - (H) Mothers know what their children can achieve.
 - (J) You may be surprised by how much you can do if you really try.

READING AND LITERARY ANALYSIS, continued

DIRECTIONS Read the headings and survey the passage. Then read each item carefully. Choose the best answer. Mark your answer.

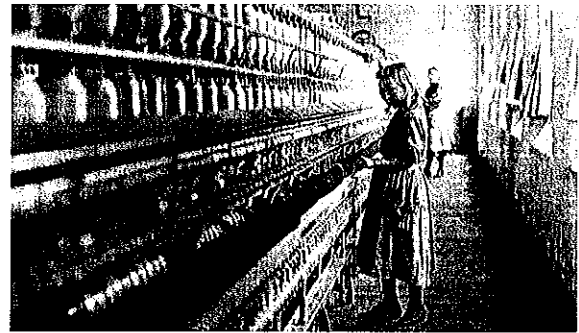
Young Children at Work in the 1900s

Working Conditions for Children

In 1900, about two million American children under the age of sixteen had jobs. Many of these children worked in factories, mines, and fields. The working conditions were horrible. Young children worked twelve hours a day, six days a week. There was no time for play—and very little for sleep. Factory owners liked to hire young people because they would work for less money than adults.

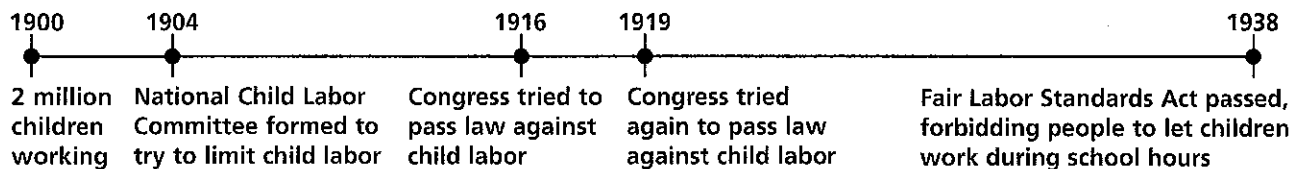
Help for the Children

Not only were children becoming sick from overwork, but most were not able to go to school. Without an education, getting a job that paid well would be hard. Many people spoke out against child labor. A woman known as Mother Jones organized a march to Washington, D.C., and a rally in New York City to bring this problem to people's attention. Eventually, through her work and the efforts of others, labor laws were passed to protect children.



Girl worker in Carolina cotton mill, 1908

Child Labor Time Line



READING AND LITERARY ANALYSIS, *continued*

- 33** Carlos plans to use SQ3R to remember the information in this passage. What should he do first?
- (A) Make an outline of the selection.
 - (B) Read the selection through quickly.
 - (C) Write questions about the selection.
 - (D) Look at the headings, time line, and photo.
- 34** Which of the following would not be a good question for Carlos to ask before reading the passage?
- (F) Who helped the children?
 - (G) Why were young children working?
 - (H) How much did adults get paid in the 1900s?
 - (J) What were the working conditions for child workers?
- 35** Which of these is the best summary of the first paragraph of the passage?
- (A) Many young American children once worked in jobs where they had time to play and sleep.
 - (B) Many young American children once had jobs with low pay and horrible working conditions.
 - (C) Many young American children were once hired by employers because they worked faster than adults.
 - (D) Many young American children were once expected to work hard so they could support their families.
- 36** Which of the following would be the best way for Carlos to recite in his own words what the last paragraph says?
- (F) Children today should leave school and go to work earlier.
 - (G) Mother Jones thought that hard work was important for young people.
 - (H) Most children were able to get an education and get better jobs as adults.
 - (J) Mother Jones and other people worked to end the terrible practice of child labor.

LANGUAGE SKILLS

DIRECTIONS Read the story. Then read each item carefully. Choose the best answer. Mark your answer.

Kenojuak sat quietly outside the principal's office. She was more nervouser than she had expected to be. Kenojuak had¹ been waiting anxiously for this day. She had thought of nothing but the art school since the day she found out about it. It was the incrediblest school in the world!

² Kenojuak wondered if she would get into the program. Many of her people, the Arctic Inuit, were very artistic, including her³ parents. Would she be good enough? She

worried about moving to the city, too. The ways of the country felt familiarer to her.

Dr. Michael finally invited⁴ Kenojuak in. She showed him her colorful drawings of Arctic animals. He seemed impressed as he looked at each drawing.

Dr. Michael said "Your pictures speak a beautiful language. Please come join our program." Kenojuak smiled. She had never been most delighted.⁵

A black arrow pointing to the right with the words "GO ON" written in white capital letters inside it.

LANGUAGE SKILLS, *continued*

37 In number 1, more nervouser is best written —

- (A) most nervous
- (B) more nervous
- (C) most nervouser
- (D) as it is written

38 In number 2, incrediblest is best written —

- (F) most incredible
- (G) more incredible
- (H) most incrediblest
- (J) as it is written

39 In number 3, artistic is best written —

- (A) artisticer
- (B) most artistic
- (C) more artistic
- (D) as it is written

40 In number 4, familiarer is best written —

- (F) familiarest
- (G) more familiar
- (H) more familiarer
- (J) as it is written

41 In number 5, most delighted is best written —

- (A) delighted
- (B) more delighted
- (C) more delighteder
- (D) as it is written

LANGUAGE SKILLS, *continued*

DIRECTIONS Read each item carefully. Choose the best answer. Mark your answer.

42 What is the best way to combine these sentences?

Kenojuak held her book of sketches. She sat quietly outside the principal's office.

- (F) Kenojuak held her book of sketches, sat quietly outside the principal's office.
- (G) Held her book of sketches, Kenojuak sat quietly outside the principal's office.
- (H) Holding her book of sketches, Kenojuak sat quietly outside the principal's office.
- (J) Kenojuak sitting quietly outside the principal's office, holding her book of sketches.

43 What is the best way to combine these sentences?

She waited patiently. She looked through her sketchbook.

- (A) Waited patiently, she looked through her sketchbook.
- (B) Waiting patiently, she looked through her sketchbook.
- (C) Looking through her sketchbook, she waiting patiently.
- (D) Waiting patiently, she looking through her sketchbook.

44 What is the best way to combine these sentences?

Kenojuak was determined to get into the school. She kept practicing her art.

- (F) Kenojuak was determined, kept practicing to get into the school.
- (G) Practicing her art, Kenojuak was determined to get into the school.
- (H) Determined to get into the school, Kenojuak kept practicing her art.
- (J) Kenojuak kept practicing her art, in determining to get into the school.

45 What is the best way to combine these sentences?

Kenojuak was overjoyed by the good news. She excitedly called her parents.

- (A) Kenojuak excitedly called her parents, overjoying by the good news.
- (B) Overjoyed by the good news, Kenojuak excitedly called her parents.
- (C) Kenojuak, overjoyed by the good news calling her parents excitedly.
- (D) Excitedly calling her parents, Kenojuak overjoyed by the good news.

STOP

Section 2: Writing

PROCESS AND STRATEGIES

DIRECTIONS Read about the social studies report that Sita plans to write. Then read each item carefully. Choose the best answer. Mark your answer.

Sita is writing a report for her social studies class. She wants to focus on the hardships early settlers of the western part of the United States faced and their courage in overcoming them.

- 1 In her expository writing, Sita will need to include —
 - A facts
 - B poetry
 - C feelings
 - D opinions
- 2 Which heading should not be included in Sita's outline of her report?
 - F The West Today
 - G Dangers of the Wild West
 - H Trials of Day-to-Day Pioneer Life
 - J Overcoming Problems on the Trail
- 3 Sita wants her report to be as interesting as possible. Which of these should she not include?
 - A a conclusion
 - B made-up events
 - C facts and details
 - D quotations from pioneers
- 4 What would be the best way for Sita to publish her report?
 - F write a friendly letter
 - G give an oral presentation
 - H perform a skit at a birthday party
 - J send it to the editor of a newspaper

PROCESS AND STRATEGIES, *continued*

DIRECTIONS Read the draft of the report that Sita wrote. Then read each item carefully. Choose the best answer. Mark your answer.

Wagons West!

(1) During the 1800s, thousands of wagons rumbled and creaked across the United States. (2) The men, women, and children in the wagon trains were moving in one direction: west. (3) They were traveling to new lands to build new lives.

(4) The settlers faced hardships and dangers on the trail. (5) The most biggest threat was disease. (6) Many people died of sicknesses. (7) Other people died in accidents, such as drowning when the wagons crossed rivers. (8) The settlers also faced harsh weather and fear of attack by Native Americans.

(9) They had to dig wells or haul water from rivers and streams. (10) They had to cut down trees to build houses. (11) Worried about winter, families had to build their houses quickly. (12) The settlers were isolated in their new homes. (13) They had to supply their own food and furniture.

(14) Every day was a struggle to survive in the wilderness. (15) The settlers had courage and determination, though. (16) They overcame many hardships to settle the American West.

PROCESS AND STRATEGIES, *continued*

- 5 What change, if any, should be made in sentence 2?
- (A) Delete *were*
 - (B) Put a comma after *men*
 - (C) Change *children* to *childrens*
 - (D) Make no change
- 6 Which of these details belongs in the second paragraph?
- (F) The wagons were usually pulled by teams of oxen.
 - (G) Settlers crossed the Platte, the Snake, and other rivers.
 - (H) People going west took different trails, such as the Oregon Trail.
 - (J) Sometimes settlers fell under wagon wheels and were crushed to death.
- 7 What change, if any, should be made in sentence 5?
- (A) Change *was* to *is*
 - (B) Change *disease* to *diseaze*
 - (C) Change *most biggest* to *biggest*
 - (D) Make no change
- 8 How can Sita improve sentence 6?
- (F) Add *on the trail* at the end
 - (G) Change *Many people* to *Many of the people*
 - (H) Add *such as cholera and smallpox* at the end
 - (J) Change *died of sicknesses* to *became ill and died*
- 9 Which of these is the best topic sentence to add before sentence 9?
- (A) Finally, the pioneers reached their destination.
 - (B) When the pioneers reached their destination, life was still difficult.
 - (C) The pioneers then had to hunt for food and grow all of their own crops.
 - (D) The pioneers were very tired by the time they reached their new homes.
- 10 How can Sita revise sentence 11 to make it more interesting?
- (F) Add the *season of* before *winter*
 - (G) Change *families* to *all the families*
 - (H) Add the *cold, icy winds of* before *winter*
 - (J) Change *Worried about* to *Concerned about*
- 11 What is the best way to combine sentences 12 and 13?
- (A) Isolated in their new homes, the settlers had to supply their own food and furniture.
 - (B) The settlers were isolated in their new homes, supplying their own food and furniture.
 - (C) Supplied with their own food and furniture, the settlers were isolated in their new homes.
 - (D) Isolated were in their new homes the settlers, supplying their own food and furniture.
- 12 What change, if any, should be made in sentence 14?
- (F) Change *in* to *of*
 - (G) Change *was* to *were*
 - (H) Change *strugle* to *struggle*
 - (J) Make no change

WRITTEN COMPOSITION: RESEARCH REPORT

DIRECTIONS Read the writing prompt, then write your report on a separate sheet of paper.

WRITING PROMPT

Write a brief report for your class that answers the research question on the cards below. Use the information on the notecards and add other details from your reading.

How did the WPA help the Okies who went to California?

“The Dirty Thirties”

Who: The Okies who migrated to California

What: They got jobs in construction, and received medical care and education.

How: The WPA provided money, jobs, and training.

When: During the Depression and Dust Bowl years

Why: Because the Okies had no money or land

How did the WPA help the Okies who went to California?

World Book, Vol. 21, page 405

What: WPA - Works Progress Administration (1935)
Work Projects Administration (1939)

Who: Started by President Roosevelt

When: From 1935 through 1943

Why: To preserve the skills and self-respect of victims of the Great Depression

Where: All over the country

How: By providing jobs for millions of people