The River Thames
By: Roberto Barerra

1. Rivers have played an important role in human history. Since ancient times, towns, cities, and entire civilizations have thrived around rivers, which provide people with many of life’s necessities. One such river, the River Thames, has been instrumental in the founding and development of London.

2. The River Thames stretches 215 miles across southern England. More than eighty islands are scattered throughout its length. The Thames runs right through the center of London. This made the river essential to the growth and success of both London and the United Kingdom.

3. Having the Thames flow through the city allowed trade ships from around the world to come and go with ease, making London the major transportation hub of England for centuries. The amount of money brought in by both national and international trade made London one of the major commerce centers of Europe.

4. While the Thames is important to many businesses, it also affects the daily lives of the city’s seven million citizens. Over the years, the river has provided London’s people with food, drinking water, transportation, and a place to relax. For centuries, artists like Claude Monet, Charles Dickens, and Edmund Spenser have looked to the Thames for inspiration. These men used the river as a central figure in several of their works. In addition, some of the most well-known national symbols of the United Kingdom are located on the river’s banks. Historic sites like Big Ben, the Palace of Westminster, the London Eye, and the Tower Bridge are all located near the Thames.

5. The River Thames has played a significant role in military operations throughout the country’s history. In ancient times, the Romans set their sights on expanding their empire by using the navigable waters of the Thames to invade the British Isles. From the sea, they could easily enter the mouth of the river and move inward. After a failed attempt at defeating the British tribes the year before, Julius Cesar broke through their defenses along the River Thames in 54 B.C. Although the British fought against the Romans nearly a century later, Roman forces remained in England until the fall of the empire.

6. The Thames was vital to the defense of Great Britain during World War II. In 1940, the German Air Force started bombing London. German pilots followed the river up into the center of the city, where they dropped their bombs. The first attack destroyed almost all of the docks in London’s port and killed hundreds. The British also used the Thames to help defend their city. Water was pumped out of the Thames to put out fires started by the bombs and volunteers patrolled the river to ensure that the German ships didn’t enter the Port of London. Supplies and troops often traveled up and down the Thames when bombings obstructed the roads.

7. Over the years, the river has been the source of a number of problems. In the nineteenth century, Londoners dumped waste from their homes into the Thames. This made the water so smelly that the House of Commons had to relocate for a time. The pollution of the river also contributed to an outbreak of disease that killed many people and to the disappearance of most of the river’s fish. Luckily, various clean-up efforts during the twentieth century have greatly improved the river’s water quality and allowed fish to return. Flooding is another concern. In 1928, a major flood killed fourteen people and left many citizens homeless. Events like this led to the creation of the Thames Barrier, a moveable flood barrier that helps stop floodwaters from reaching central London.
Though people no longer rely on the Thames as the only way to get around, the river is still important to many Londoners. These few examples represent only a small number of ways in which the Thames has affected London over the years. If not for the Thames, the world as we know it would be a very different place.
1) What would MOST LIKELY happen if the Thames Barrier failed?
   A) The fish population would decrease.  
   B) London would be in danger of flooding.  
   C) There would not be enough drinking water.  
   D) Ships would not be able to leave the docks.

2) What would MOST LIKELY happen if the Thames experienced a drought in the twenty-first century?
   A) The city would start to smell.  
   B) Businesses would be forced to close.  
   C) The city's water supply would decrease.  
   D) People would be unable to leave the city.

3) What is the MOST LIKELY reason that Londoners no longer rely on the Thames as their main mode of transportation?
   A) Modern forms of transportation are more convenient.  
   B) The river is too polluted for people to travel across.  
   C) Military personnel have blocked off parts of the river.  
   D) Unpredictable floods make traveling the Thames dangerous.

4) What is the MOST LIKELY reason the Germans followed the Thames during their air raids?
   A) They didn't want to lose their way.  
   B) They didn't want to harm innocent citizens.  
   C) They knew the Thames led to the center of London.  
   D) They knew the British were defending the riverbanks.

5) What would MOST LIKELY happen if Londoners started putting household waste in the Thames again?
   A) The city's residents would move away.  
   B) The House of Commons would close.  
   C) The water would become polluted.  
   D) The river would flood.

6) What is the MOST LIKELY reason the British tribes built defenses along the River Thames?
   A) They thought that the Thames was going to flood.  
   B) They knew that the Romans needed food and water.  
   C) They thought that the waters would be too rough for the Romans.  
   D) They knew that the Thames would allow the Romans to move inland.

7) What would be the BEST way to show people how the quality of the river’s water has improved since the nineteenth century?
   A) read an excerpt from one of Edmund Spenser's poems about the beauty of the river  
   B) provide graphs that show that millions of citizens use the river for recreation every day  
   C) compare pictures of the river during the nineteenth century with pictures of the river today  
   D) describe the increase in fish in the river since the clean-up efforts in the twentieth century

8) What would be the BEST response to the question, “How did the Thames help the United Kingdom flourish?”
   A) The Thames supplied the country with fresh drinking water.  
   B) The Thames prevented many enemies from invading the country.  
   C) The Thames inspired many of the country’s artists and writers.  
   D) The Thames provided the country with a center for international trade.

9) Which speaker would provide the MOST practical information on the role of the Thames in WWII?
   A) a local war historian  
   B) a former German Air Force pilot  
   C) an official with the Port of London  
   D) a war volunteer who patrolled the Thames

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Double Research Passage: "Walt Whitman," "When I Heard the Learn'd Astronomer," and "On the Beach at Night"
By: Sasha Peterson & Walt Whitman
Walt Whitman was one of the most influential poets in American history. Whitman believed that poetry should be written for the common people, not just for scholars. This new attitude toward poetry was shaped by his own experience with education, as well as his involvement in nineteenth-century politics.

Born on May 31, 1819, Whitman was the second son in a family of nine children. The family lived on Long Island, where Whitman's father worked as a house builder. An apprenticeship with a printer at age twelve cemented Whitman's life-long love of literature. As for education, he was mostly self-taught. He spent his teen years reading Shakespeare, Dante, and the Bible. His short career as a printer in New York City ended when a fire destroyed the printing district.

At age seventeen, Whitman began teaching in one-room schoolhouses to make ends meet. Sometimes he had more than eighty students in one classroom, ranging in age from five to fifteen. His teaching techniques were rather progressive for the time. He refused to use corporal punishment, and he often asked students to say their thoughts aloud. Whitman even invented educational games, used his own poems instead of traditional texts, and encouraged children to ask him anything. This teaching philosophy is explored in his famous poem "Song of Myself." In the poem, the speaker attempts to answer a child's question, "What is grass?" The narrator describes how the simple things in life, like grass, are often more complex than we think they are.

By 1841, Whitman had turned to journalism. He even founded his own newspaper. In 1848, he moved to New Orleans to be the editor of the New Orleans Crescent. It was in New Orleans that Whitman witnessed the cruelty of slavery for the first time. For years, he had been writing for newspapers that addressed primarily white issues and ignored the plight of the slaves. His experience in New Orleans had a profound effect on his attitude toward race and politics. Though he was not an abolitionist, Whitman did oppose the extension of slavery into territories gained from the Mexican-American War.

Whitman moved back to New York that same year and founded another newspaper, the Brooklyn Freeman. During this time, he formed friendships with other writers and radical thinkers of the same mind. Whitman also continued to develop his literary skills, taking his free verse poetry in new directions. It was during this period that he developed the universal "I" used in his famous collection of poetry Leaves of Grass. Whitman was famous for exploring the interconnectedness of all things. Other themes in Whitman's poetry include the endurance of love and the role of the poet in society.

When the Civil War began in 1861, Whitman volunteered as a nurse in the hospitals of New York and Washington, D.C. He also served as a clerk for the Department of the Interior during his eleven years in the nation's capital. In the 1870s, Whitman moved to New Jersey to be closer to his ailing mother. He published many poems before his death on March 26, 1892.

When I Heard the Learn’d Astronomer
By: Walt Whitman

When I heard the learn’d astronomer,
When the proofs, the figures, were ranged in columns before me,
When I was shown the charts and diagrams, to add, divide, and measure them,
When I sitting heard the astronomer where he lectured with much applause in the lecture-room,
How soon unaccountable I became tired and sick,
Till rising and gliding out I wander’d off by myself,
In the mystical moist night-air, and from time to time,
Look’d up in perfect silence at the stars.

On the Beach at Night
By: Walt Whitman

On the beach at night,
Stands a child with her father,
Watching the east, the autumn sky.

Up through the darkness,
While ravening clouds, the burial clouds, in black masses spreading,
Lower sullen and fast athwart and down the sky,
Amid a transparent clear belt of ether yet left in the east,
Ascends large and calm the lord-star Jupiter,
And nigh at hand, only a very little above,
Swim the delicate sisters the Pleiades.

From the beach the child holding the hand of her father,
Those burial-clouds that lower victorious soon to devour all,
Watching, silently weeps.

Weep not, child,
Weep not, my darling,
With these kisses let me remove your tears,
The ravening clouds shall not long be victorious,
They shall not long possess the sky, they devour the stars only in apparition,
Jupiter shall emerge, be patient, watch again another night, the Pleiades shall emerge,
They are immortal, all those stars both silvery and golden shall shine out again,
The great stars and the little ones shall shine out again, they endure,
The vast immortal suns and the long-enduring pensive moons shall again shine.

Then dearest child mournest thou only for Jupiter?
Considerest thou alone the burial of the stars?

Something there is,
(With my lips soothing thee, adding I whisper,
I give thee the first suggestion, the problem and indirection.)
Something there is more immortal even than the stars,
(Many the burials, many the days and nights, passing away,)
Something that shall endure longer even than lustrous Jupiter
Longer than sun or any revolving satellite,
Or the radiant sisters the Pleiades.

10) Which BEST defines the "I" in *Leaves of Grass* and "When I Heard the Learn’d Astronomer"?
A) God  C) Walt Whitman
B) scholars  D) common people

11) With which figure would Walt Whitman MOST LIKELY identify?
A) the child in "On the Beach at Night"  C) the speaker in "When I Heard the Learn’d Astronomer"
B) the father in "On the Beach at Night"  D) the astronomer in "When I Heard the Learn’d Astronomer"

12) A student wants to write a research paper on Walt Whitman’s use of free verse in his poetry. Which of these would provide the MOST relevant information?
A) a book about Whitman’s childhood  C) a collection of Whitman’s most famous poems
B) an analysis of Whitman’s poetic style  D) a comparison of Whitman and other nineteenth-century poets

13) Based on both the biography and "On the Beach at Night," which of these was MOST LIKELY important to Walt Whitman?
A) his money  C) his college degrees
B) his family  D) his fans and readers

14) Based on both the biography and the poems, which is the BEST conclusion for students to draw about what Walt Whitman thought about the role of the poet in society?
A) Whitman believed that poets spoke for the common people.  C) Whitman wanted poets to have an elevated place in society.
B) Whitman felt that poets should educate the common people.  D) Whitman thought that poets should write for other scholars.
15) Based on both the biography and "I Heard the Learn'd Astronomer," how did Walt Whitman MOST LIKELY feel about teachers?

A) He felt that teachers should acknowledge alternate methods of learning.
B) He felt that most teachers were uninterested in helping students.
C) He thought that teachers had too many students in their classes.
D) He didn't believe that teachers could inspire their students.

16) A student wants to do a research paper on Walt Whitman's literary influences. Which of these would offer the MOST relevant information?

A) a copy of *Leaves of Grass*
B) a criticism of "On the Beach at Night"
C) a comparison of "I Heard the Learn'd Astronomer" and "Song of Myself"
D) a collection of Whitman's personal letters to his friends and colleagues

17) A student is writing a research paper on Whitman's educational philosophy. Based on both the biography and the poems, which is the BEST conclusion for the student to draw about Whitman's feelings on learning?

A) Everyone should be self-taught.
B) Students should ask fewer questions.
C) Teachers should enforce proper classroom behavior.
D) Learning can take place in many different settings.

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**The Trip of a Lifetime**  
By: Elizabeth Mohn

1) Dear Diary,

2) Today, my family and I are traveling home after our amazing summer vacation. For the past week, we have been visiting Niagara Falls in Canada. Since I didn’t have the time to write during our trip, I will tell you all about it now.

3) A little more than a week ago, my mother and father started packing our suitcases to prepare for our trip. My entire family woke up early Sunday morning, packed the car, and began our expedition to Niagara Falls. When we reached the American-Canadian border, I was excited to enter a foreign country for the first time.

4) When we arrived at our hotel, my family and I checked in and put our bags in our room. The hotel we stayed in was a grand, old building that was filled with many elaborate decorations. Later on, my younger brother Stevie and I wandered out onto the hotel balcony. From this location, we could see the top of Niagara Falls! The scene was so majestic that it looked like an illustration from a magazine. My sleep was fitful that night because I was so eager to visit the falls.

5) After breakfast the following morning, we decided to take our first trip to see the falls. When I first saw Niagara Falls up close, I was stunned in amazement. The falls are gigantic! They are truly one of the most magnificent natural sights in the world. The rest of my family was impressed by the splendid waterfall, too. My brother wanted to get even closer to the water, so he clambered up one of the embankments. Our parents, however, forced him to climb back down quickly—it’s not safe to get too close to the powerful water. In fact, the rushing water was strong enough that we could hear its roar from our hotel room each evening.

6) After our first day of visiting the falls, we had many other adventures in Canada. One day, we took a boat ride underneath Niagara Falls. While we rode on the boat, an employee told us some interesting facts about the falls. She said that the falls on the Canadian side of the border are about 160 feet tall in most places—that is taller than a ten-story building! In addition, the employee explained that many people throughout history have attempted to ride over the falls. Although this is against the law, some people have passed over the falls in barrels or other structures. Of course, this is an extremely dangerous practice, so you won’t catch me attempting this feat anytime soon!

7) After a long, yet adventurous week, I am actually happy to be returning home. We had a wonderful trip, but now I can show my grandparents the dozens of photographs I took during our vacation. Perhaps we could visit Niagara Falls again next year—after all, this was definitely the trip of a lifetime!
18) Elizabeth wants to turn her diary entry into a fictional short story. Which BEST identifies a structural change that would allow readers to know more about the thoughts and feelings of Stevie and Elizabeth's parents?

A) changing the point of view from first person to second person

B) changing the point of view from second person to first person

C) changing the point of view from first person to third person limited

D) changing the point of view from first person to third person omniscient

19) Elizabeth wants to turn her diary entry into a fictional short story. Which BEST identifies a structural change that would turn this nonfiction account of her trip into a fictional short story?

A) describing the setting in greater detail, especially Niagara Falls

B) adding expressive dialogue between Elizabeth and her family members

C) adding that Stevie slipped down an embankment and was rescued by Elizabeth

D) including the names and descriptions of people other than herself and her family

20) Which would MOST LIKELY be included to change Elizabeth's diary entry of her trip into a fictional novel?

A) a change in the font style, with bullet lists and highlighted text

B) more figurative language and the inclusion of rhyming descriptions

C) expressive dialogue among Elizabeth, her family, and other characters

D) fewer exclamation points and contractions and more supporting evidence
**Paired Passages: Fire from the Rock & The Little Rock Nine**  
By: Mary O’Dell

**A Review of Sharon Draper’s Fire from the Rock**, by Ciara Reeder

*Fire from the Rock* is a great book that I would definitely recommend to others. It is set in 1957 Little Rock, Arkansas, a city boiling over racial segregation. Black and white youths are hot blooded and hot tempered, and many adults fan these flames of anger and violence. The protagonist is fifteen-year-old Sylvia Patterson, a fictional character who loves boys, music, and poetry. She has the opportunity to be one of the first nine African American students to integrate the all-white Central High School, but Sylvia is not excited about this and fears she is not brave enough. However, her brother really wants to be on the list and will do anything to get on it. Just a few days later, Sylvia’s brother gets beaten up by three white boys. This makes Sylvia doubt the idea even more.

One thing I loved about this book is that I feel like I really know and understand the characters and what they go through. I also think it is an interesting choice to show Sylvia’s connection with a Jewish girl; she realizes the hatred and bigotry is not aimed only at blacks, but at Jewish people, too. Readers will be shocked to learn about the fear and ignorance of the Arkansas Governor and others who opposed integration.

Sylvia’s family experiences hatred, racism, and violence, but manages to support each other. Sylvia finally builds up enough courage to tell her teacher, Miss Washington, if she will face the challenge and be part of the historic group, The Little Rock Nine. This emotional and realistic novel will take you on a roller coaster of emotions. I recommend the ride!

**The Little Rock Nine**

One of the most famous cases of integration is the story of the Little Rock Nine, a group of African-American students enrolled in Little Rock Central High School in 1957. On September 4th, 1957, the first day of school at Central High, a white mob gathered in front of the school, and Governor Faubus deployed the Arkansas National Guard to prevent the black students from entering. In response to Faubus’ action, a team of NAACP lawyers, including Thurgood Marshall, filed a court injunction to prevent the governor from blocking the students’ entry. With the help of police escorts, the students successfully entered the school through a side entrance on 23 September 1957. Fearing escalating mob violence, however, the students were rushed home soon afterward.

Observing the standoff between Faubus and the federal judiciary, Dr. Martin Luther King, Jr., sent a telegram to President Eisenhower urging him to “take a strong forthright stand in the Little Rock situation.” King told the president that if the federal government did not take a stand against the injustice it would “set the process of integration back fifty years. This is a great opportunity for you and the federal government to back up the longings and aspirations of millions of peoples of good will and make law and order a reality” (King, 9 September 1957). Aware that the Little Rock incident was becoming an international embarrassment, Eisenhower ordered troops from the Army’s 101st Airborne Division to protect the students, who were shielded by federal troops and the Arkansas National Guard for the remainder of the school year. In a 25 September telegram, King praised the president’s actions: “I wish to express my sincere support for the stand you have taken to restore law and order in Little Rock, Arkansas.”

**21) A comparison and contrast of these texts shows that**

A) Draper uses an actual historical event to create a character’s conflict based on those events.  
B) Draper makes many changes to the historical account of integration.  
C) Draper chooses the hot and extreme climate of a southern state to highlight the heated conflict of integration.  
D) Draper writes a story that avoids the violence that occurred during the struggles to integrate American schools.
22) Based on the texts provided, which statement is accurate?

A) Governor Faubus was angered by Draper’s novel because of its negative portrayal of him.

B) The actions of the governor in Draper’s story are based on the historical record of the actions of Governor Faubus.

C) Draper set her novel in 1957 in Arkansas, but the governor in her story does not share the same opinions or take the same actions as the historical Governor Faubus.

D) Draper gives the governor in her story a different name and physical description, but that character shares the same opinions or take the same actions as the historical Governor Faubus.

23) Based on the texts provided, which statement is accurate?

A) *Fire from the Rock* includes the actual life experiences of Sylvia Patterson.

B) The novel creates the fictional group, The Little Rock Nine, to add drama and conflict.

C) *Fire from the Rock* shares the real life experiences of one of The Little Rock Nine.

D) The novel is a realistic but fictional story based on historical events during a time of conflict.
Here Begins Ye Ole Memoirs
By: Black Hawk (Sauk Indian chief), "Surrender Speech," 1832

You have taken me prisoner with all my warriors. I am much grieved, for I expected, if I did not defeat you, to hold out much longer, and give you more trouble before I surrendered. I tried hard to bring you into ambush, but your last general understands Indian fighting. The first one was not so wise. When I saw that I could not beat you by Indian fighting, I determined to rush on you, and fight you face to face. I fought hard. But your guns were well aimed. The bullets flew like birds in the air, and whizzed by our ears like the wind through the trees in the winter. My warriors fell around me; it began to look dismal. I saw my evil day at hand. The sun rose dim on us in the morning, and at night it sunk in a dark cloud, and looked like a ball of fire. That was the last sun that shone on Black Hawk. His heart is dead, and no longer beats quick in his bosom. He is now a prisoner to the white men; they will do with him as they wish. But he can stand torture, and is not afraid of death. He is no coward. Black Hawk is an Indian.

He has done nothing for which an Indian ought to be ashamed. He has fought for his countrymen, the squaws and papooses, against white men, who came, year after year, to cheat them and take away their lands. You know the cause of our making war. It is known to all white men. They ought to be ashamed of it. The white men despise the Indians, and drive them from their homes. But the Indians are not deceitful. The white men speak bad of the Indian, and took at him spitefully. But the Indian does not tell lies; Indians do not steal.

An Indian who is as bad as the white men, could not live in our nation; he would be put to death, and eat [sic] up by the wolves. The white men are bad school-masters; they carry false looks, and deal in false actions; they smile in the face of the poor Indian to cheat him; they shake them by the hand to gain their confidence, to make them drunk, to deceive them, and ruin our wives. We told them to let us alone; but they followed on and beset our paths, and they coiled themselves among us like the snake. They poisoned us by their touch. They poisoned us by their touch. We were not safe. We lived in danger. We were becoming like them, hypocrites and liars, adulterers, lazy drones, all talkers, and no workers.

We looked up to the Great Spirit. We went to our great father. We were encouraged. His great council gave us fair words and big promises, but we got no satisfaction. Things were growing worse. There were no deer in the forest. The oppossum and beaver were fled; the springs were drying up, and our squaws and papooses without victuals to keep them from starving; we called a great council and built a large fire. The spirit of our fathers arose and spoke to us to avenge our wrongs or die.... We set up the war-whoop, and dug up the tomahawk; our knives were ready, and the heart of Black Hawk swelled high in his bosom when he led his warriors to battle. He is satisfied. He will go to the world of spirits contented. He has done his duty. His father will meet him there, and commend him.

Black Hawk is a true Indian, and disdains to cry like a woman. He feels for his wife, his children and friends. But he does not care for himself. He cares for his nation and the Indians. They will suffer. He laments their fate. The white men do not scalp the head; but they do worse—they poison the heart, it is not pure with them. His countrymen will not be scalped, but they will, in a few years, become like the white men, so that you can’t trust them, and there must be, as in the white settlements, nearly as many officers as men, to take care of them and keep them in order.

Farewell, my nation. Black Hawk tried to save you, and avenge your wrongs. He drank the blood of some of the whites. He has been taken prisoner, and his plans are stopped. He can do no more. He is near his end. His sun is setting, and he will rise no more. Farewell to Black Hawk.

24) Which phrase best describes the speaker of this passage?
A) a historian presenting information about a defeated Indian chief
B) a defiant and unrepentant Indian chief who has not given up his fight yet
C) a powerful Indian chief who has suffered defeat at the hands of the white men
D) a white man writing a sympathetic history of the oppression of Native Americans

25) Which sentence best describes the narrator of this passage?
A) The narrator longs to return to his home.
B) The narrator is convinced that Black Hawk was a traitor.
C) The narrator is willing to continue battling the white men.
D) The narrator is convinced that hardship will come to Indians who follow the white man.
A Night to Remember
By: Florence Wilmington

It was a night to remember. Marian Anderson was one my favorite singers. Her rendition of the song "Were You There" ran through my head as we walked toward the Metropolitan Opera House. Of course, I listened to the radio when she sang at the Lincoln Memorial in '39, and hearing her sing "My Country 'Tis of Thee" brought a tear to my eye. I couldn't imagine what emotions Marian's voice would stir in me during a live performance. It was January 7, 1955, and my husband and I were going to see the first African American sing at the Metropolitan Opera.

The opera was Verdi's "The Masked Ball," and Marian had the role of Ulrica, the gypsy fortuneteller. Though her character only appears in the first act, her telling predictions are crucial to the plot. In the grand entry, I overheard two women debating Marian's ability to perform. "I know she is a contralto, but some of those soprano notes are just too high," said one. "Maybe she could have done it ten or twenty years ago, but the woman is nearing sixty!" retorted another. I knew better.

The singer wore an iridescent peasant blouse adorned with several beaded necklaces. The lights illuminated her features from below, creating an aura of mysticism and darkening her expression in shadow. Then, Marian sang—her range was like nothing I have heard before. When she hit the "A" note, the hairs on my arm stood on end. She held it, and I knew that all doubts about her skill must have melted away with that note. I reached for my husband's hand; it was all I could do to fight back the tears.

Marian's remarkable life story has always been an inspiration to me. She was born in Philadelphia, the oldest of three girls. After her father passed, Marian's mother scrubbed floors and laundered clothes to sustain her family. Marian started singing in the Union Baptist church choir at age six and even taught herself how to play piano. By age thirteen, she was performing in other churches for five dollars a show to help the family. Her church helped Marian by raising money for her vocal lessons. The Philadelphia Choral Society held a benefit concert to raise the money for Marian to study with famous contralto Agnes Reifsnyder for two years. Next thing you know, everything changed. Marian was soon singing at New York's Carnegie Hall and touring Europe to sing for royalty!

In 1939, Marian had an atrocious experience with the Daughters of the American Revolution (D.A.R.), who owned Constitutional Hall. After several cancellations, it was obvious that the D.A.R. was unsupportive of African American performers. First Lady Eleanor Roosevelt (another hero of mine) resigned from the organization to demonstrate her support for Marian. Not long after, Marian was performing on the stairs of the Lincoln Memorial before 75,000 citizens. President Franklin and Eleanor also invited Marian to perform for King George VI and Queen Elizabeth of England. She entertained the troops in both World War II and the Korean War. By the time Marian took the stage on that most memorable night, Marian had a thousand performances under her belt.

When lights came up after the performance, everything was a blur of velvet and pearls as the applause echoed throughout the hall. During our exit, we passed by the women who had been questioning Marian's abilities before the performance. "She was simply amazing," stated one. "She's still got it after all these years!" exclaimed the other. The power of Marian's astonishing voice had captured their hearts as well as mine.

26) Which BEST expresses the author’s belief that her trip to the opera house is worthy of being A Night to Remember?
A) She saw and heard her favorite opera, Verdi’s “The Masked Ball.”
B) She saw and heard both the members of the D.A.R. and Marian Anderson.
C) She saw and heard both First Lady Eleanor Roosevelt and Marian Anderson.
D) She saw and heard the first African American to sing at the Metropolitan Opera.

27) Which BEST expresses how the author creates a sense of actually being at the Metropolitan Opera House?
A) expressive dialogue between the narrator and other characters
B) vivid descriptions and details of Ms. Anderson’s appearance, voice, and impact.
C) extensive descriptions of the physical structure of the Metropolitan Opera House
D) interesting interview responses by Ms. Anderson following her amazing performance
A Woman Who Went to Alaska
By: May Kellogg Sullivan

Chapter 1: Under Way

1My first trip from California to Alaska was made in the summer of 1899. I went alone to Dawson to my father and brother, surprising them greatly when I quietly walked up to shake hands with them at their work. The amazement of my father knew no bounds,—and yet I could see a lot of quiet amusement beneath all when he introduced me to his friends, which plainly said:

2"Here is my venturesome daughter, who is really a 'chip off the old block,' so you must not be surprised at her coming to Alaska."

3Father had gone to the Klondyke a year before at the age of sixty-four, climbing Chilkoot Pass in the primitive way and “running” Miles Canyon and White Horse Rapids in a small boat which came near being swamped in the passage.

4My brother’s entrance to the famous gold fields was made in the same dangerous manner a year before; but I had waited until trains over the White Pass and Yukon Railroad had been crossing the mountains daily for two weeks before myself attempting to get into Alaska’s interior. At that time it was only a three hours’ ride, including stops, over the Pass to Lake Bennett, the terminus of this new railroad, the first in Alaska. A couple of rude open flat cars with springless seats along the sides were all the accommodation we had as passengers from the summit of White Pass to Lake Bennett; we having paid handsomely for the privilege of riding in this manner and thinking ourselves fortunate, considering the fact that our route was, during the entire distance of about forty-five miles, strewn with the bleaching bones of earlier argonauts and their beasts of burden.

5Naturally, my traveling companions interested me exceedingly. There were few women. Two ladies with their husbands were going to Dawson on business. About eight or ten other women belonging to the rapid class of individuals journeyed at the same time. We had all nationalities and classes. There were two women from Europe with luggage covered with foreign stickers, and a spoken jargon which was neither German nor French, but sounded like a clever admixture of both.

6Then there was the woman who went by the name of Mrs. Somebody or other who wore a seal-skin coat, diamond earrings and silver-mounted umbrella. She had been placed in the same stateroom with me on the steamer at Seattle, and upon making her preparations to retire for the night had offered me a glass of brandy, while imbibing one herself, which I energetically, though politely, refused. At midnight a second woman of the same caste had been ushered into my room to occupy the third and last berth, whereupon next morning I had waited upon the purser of the ship, and modestly but firmly requested a change of location. In a gentlemanly way he informed me that the only vacant stateroom was a small one next the engine room below, but if I could endure the noise and wished to take it, I could do so. I preferred the proximity and whirr of machinery along with closer quarters to the company of the two adventuresses, so while both women slept late next morning I quietly and thankfully moved all my belongings below. Here I enjoyed the luxury of a room by myself for forty-eight hours, or until we reached Skagway, completely oblivious to the fact that never for one instant did the pounding of the great engines eight feet distant cease either day or night.

28) The passage is a part of a longer memoir and is most likely the
   A) climax of the plot.
   B) resolution of the plot.
   C) exposition of the plot.
   D) rising action of the plot.

29) Which sentence BEST summarizes the plot of this passage?
   A) A young woman describes the difficult trip she took to Alaska.
   B) A young woman reconnects emotionally with her father and her brother.
   C) People traveling together in close quarters on a train cannot get along.
   D) Several wealthy people take a trip to Alaska together and become friends.