

**GRADE 7**  
**Reading**

**Administered April 2014**

**RELEASED**



# READING

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

*The following selection, which appeared in the June 2010 edition of OWL magazine, presents arguments from two readers about an issue involving a 14-year-old girl who wanted to sail around the world alone.*

## **Sink or Sail**

- 1 Laura Dekker is a 14-year-old from the Netherlands who wants to set off this summer to become the youngest person to sail around the world solo. But the courts in her home country don't think that she, or anyone her age, is up to the task. Last October, a judge ruled that Laura must put her plans on hold until July, at which time the court will take another look at the case.



Laura Dekker on Her Sailboat

© Ane Kievit

- 2 This month, two *OWL* readers debate the question: Should teenagers be allowed to sail around the world solo?

### **Luka, 12**

- 3 Yes, I think a 14-year-old should be allowed to sail around the world alone, but only if he or she is trained or has the experience that Laura has.
- 4 I am 12 years old, and I have been sailing since I was eight. I am a single-handed sailor, which means that I am trained to sail a boat alone. But sailing alone around the world is extremely dangerous, and personally, I wouldn't do it—maybe because of age and inexperience in sailing alone on the ocean.
- 5 However, Laura is different. She was born on a boat and has sailed on one for her entire life. It also wasn't just sailing in a harbor. She has sailed in the ocean, giving her more experience in that type of sailing.

- 6 The risks of sailing around the world solo are great. But Laura would have assistance and stops along the way that would make that adventure safe.
- 7 Also, Laura is only a few years younger than Australian sailor Jesse Martin was when he sailed around the world solo, nonstop, and unassisted. This proves it is possible for a young person to endure the physical and mental risks that an ocean voyage can present. And the risks won't be as great for Laura because she will have the safety boat shadowing her. Under such circumstances, I would allow her that adventure, as it means so much to her.

<b>FACT BOX: Laura Dekker</b>
<p><b>Experience:</b> She has been sailing solo since she was six years old and has made at least three other solo journeys, including one from the Netherlands to England. She has also studied navigation, regulations, and safety.</p>
<p><b>Boat:</b> <i>Guppy</i>, an 8.3 m (27 ft) sailboat with all the equipment needed for a solo journey, including communication, mapping, and tracking devices.</p>
<p><b>Plan:</b> A two-year voyage around the world, across the Arctic, Atlantic, Indian, and Pacific oceans, during which she will be shadowed by another boat with a support team in case of emergency. Her education will be provided by Wereldschool, a Dutch program that allows students to learn via the Internet.</p>

### **Maya, 13**

- 8 No, I don't think teenagers should be allowed to sail around the world solo, although I do think the experience would be really amazing.
- 9 The two years that Laura would be sailing the world would be two years a normal teenager would be going to school, making friends, and living her life. Even if Laura completes her schoolwork onboard the boat, she would miss the opportunity to work in a group and share her ideas with other students. By sailing around the world for two years, Laura would be wasting two years of her precious childhood.
- 10 There are also possible dangers involved. Many things could go wrong. What if Laura accidentally crashed her boat, and the safety boat wasn't quick enough to save her? There are other dangers as well, including giant waves and storms. It could also be extremely stressful, with the pressure to set a world record.

- 11 I think sailing around the world would be a fabulous idea, but when you are 18 and legally an adult. Before that age, you are a minor and need to be accompanied by a responsible adult. I think parents and judges should make the decision because teenagers often make irrational decisions, especially when trying to obtain attention for a world record.
- 12 Time passes quickly; every minute is one less minute to live. Sailing would be a great experience, but Laura should enjoy childhood while it lasts!

<b>Current Records Chart</b>			
The two teens listed below have already made sailing history. Laura Dekker will be competing against Michael Perham's current record.			
<b>Sailor</b>	<b>Country</b>	<b>Age</b>	<b>Record</b>
Jesse Martin	Australia	18	October 31, 2009 Solo, nonstop, and unassisted
Michael Perham	UK	17	August 27, 2009 Solo with stops and assistance

*Laura Dekker began her journey in August 2010, setting sail from Gibraltar. She completed her voyage in January 2012 at the Caribbean island of St. Maarten.*

Adapted from OWL Magazine, "Sink or Sail" OWL June 2010. Used with permission of Bayard Presse Canada Inc.

- 1 Why does Luka mention Jesse Martin in paragraph 7?
- A To imply that Laura should wait until she is a few years older to sail alone
  - B To add support to his claim that young people are capable of sailing alone
  - C To show that male sailors and female sailors are equally skilled at sailing
  - D To suggest that Jesse be one of the sailors who helps Laura plan her trip

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- 2 Which of Maya's statements is an example of stereotyping?
- F *I think sailing around the world would be a fabulous idea, but when you are 18 and legally an adult.*
  - G *Even if Laura completes her schoolwork onboard the boat, she would miss the opportunity to work in a group and share her ideas with other students.*
  - H *I think parents and judges should make the decision because teenagers often make irrational decisions, especially when trying to obtain attention for a world record.*
  - J *Time passes quickly; every minute is one less minute to live.*

- 3 Both Luka and Maya agree that —
- A teenagers should be trained to sail
  - B the ocean can be a dangerous place
  - C sailing around the world is not a good idea
  - D most teenagers can respond well to physical risks

- 
- 4 Read the dictionary entry below.

**shadow** \ˈsha-(,)dō\ v  
1. to shelter from light and heat  
2. to have colors that gradually pass one into another 3. to follow or keep under observation 4. to become dark

Which definition best fits the meaning of shadowing as it is used in paragraph 7?

- F Definition 1
- G Definition 2
- H Definition 3
- J Definition 4



- 5** In paragraph 10, Maya included examples in her argument most likely because she —
- A** believed that the trip was scheduled to begin when the weather was most challenging
  - B** knew that sailors need specialized training in order to respond to dangerous situations on a trip
  - C** thought the pressure to set a world record was not worth the trip
  - D** wanted to stress the potential for danger during the trip

- 
- 6** What idea is suggested by the information in each section of the table titled “FACT BOX: Laura Dekker”?
- F** Laura lacked formal training in sailing solo.
  - G** Laura had made other solo journeys in her boat.
  - H** Laura was well prepared to attempt her voyage.
  - J** Laura continued her education through online classes.

- 7** The table titled "Current Records Chart" has been included in the selection most likely to —
- A** explain the differences between the trip Laura planned to take and the trips of other teenage sailors
  - B** support the court's decision to deny Laura's request for permission to sail around the world
  - C** highlight the length of time Laura had in order to complete the trip and qualify for the world record
  - D** show that other young people had already succeeded in setting sailing records like Laura wanted to do

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

*In the town of Two Mills, a large, tangled knot hangs from the flagpole in front of Mr. Cobble's store. For more than a year, Mr. Cobble had displayed the knot and offered a prize to anyone who could untangle it. But despite numerous attempts, no one had been able to do it. Maniac Magee's friend Amanda suggests that he give it a try, and he does just that.*

**Copyright restrictions prevent the excerpt from *Maniac Magee* from being displayed in this format. Please refer to *Maniac Magee* by Jerry Spinelli, accessible at your local library.**

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8 Read the following sentence from paragraph 2.

*To the ordinary person, Cobble's Knot was about as friendly as a nest of yellowjackets.*

The author uses the comparison to help the reader understand —

- F how impossible the task of untying the knot appears
- G that trying to untie the knot is physically painful
- H how dirty the knot seems to be
- J that the knot is a dangerous object

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9 The details in paragraph 17 help the reader infer that —

- A Maniac is more interested in the crowd's reaction than in eating
- B people in the community believe in Maniac's abilities
- C the knot brings customers to Mr. Cobble's store
- D people who eat at Mr. Cobble's store have tried to untie the knot before

**10** Which sentence best summarizes the excerpt?

- F** At Mr. Cobble’s store, people watch a young boy untangle a knot that many others have tried to untie and failed.
- G** Mr. Cobble holds a contest at his store, and many people come to watch as a boy tries to untie a knot that is famous in the town.
- H** Several spectators spend the day watching a boy struggle to untie a knot while they eat pizza and drink soda at Mr. Cobble’s store.
- J** A young boy accepts the challenge of untying a knot at Mr. Cobble’s store and is able to do so after taking a nap.

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**11** Which sentence foreshadows that Maniac will be successful in untying the knot?

- A** *He laid his fingertips on it, as though feeling for a pulse.*
- B** *After an hour, except for a few more finger-size loops, all Maniac had to show for his trouble were the flakes of knot crust that covered the table.*
- C** *They brought out the official square wooden table for the challenger to stand on, and from the moment Maniac climbed up, you could tell the Knot was in big trouble.*
- D** *And there stood Maniac, turning the Knot, checking it out.*

**12** The author uses short sentences in paragraph 21 to help create a feeling of —

- F** affection
- G** expectation
- H** appreciation
- J** satisfaction

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**13** In paragraph 3, the descriptions of Maniac’s expression suggest that the spectators —

- A** believe that Maniac is not interested in attempting the challenge
- B** think the knot will not present much of a challenge for Maniac
- C** have different interpretations of Maniac’s thoughts about the challenge
- D** know that the challenge is really just a trick being played on Maniac



- 14** The Latin root *testis*, meaning “witness,” helps the reader understand that the word testimony in paragraph 2 means —
- F** warning
  - G** evidence
  - H** attempt
  - J** assistance

- 
- 15** What is the significance of the crowd returning at lunchtime to watch Maniac?
- A** It emphasizes that any attempt to untie the knot is an important event to the town.
  - B** It suggests that Maniac performs tasks better when he has an audience.
  - C** It suggests that people in town expect Maniac to have given up already.
  - D** It emphasizes that most people in town buy their food from Mr. Cobble’s store.

**16** Which sentence best shows that Maniac approaches the challenge of the knot with thoughtfulness?

- F** *Mr. Cobble himself came out to offer Maniac some pizza, which Maniac of course politely turned down.*
- G** *Never a big pull or yank, just his fingertips touching and grazing and peck-pecking away, like some little bird.*
- H** *The rest of the spectators watched Maniac poke and tug and pick at the knot.*
- J** *He scraped a patch of crust off with his fingernail.*

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**17** Read this sentence from paragraph 18.

*He would need the touch of a surgeon, the alertness of an owl, the cunning of three foxes, and the foresight of a grand master in chess.*

The author uses figurative language in this sentence most likely to —

- A** exaggerate the skills Maniac needs in order to accomplish the task
- B** demonstrate the qualities possessed by others who have attempted the task
- C** explain the help Maniac needs from others in order to accomplish the task
- D** identify the variety of people who have attempted the task

Read the next two selections. Then choose the best answer to each question.

## Uncovering a New Era in Archaeology

- 1 Imagine having the ability to uncover a hidden city from the past, a city worn down by time and buried beneath layers of sand. Imagine the thrill of ancient roads and houses suddenly appearing before your eyes. Thanks to modern satellite imagery, discoveries like this are becoming increasingly common for archaeologists like Dr. Sarah Parcak.
- 2 Using infrared images from cameras on NASA satellites, Parcak recently discovered 3,000 settlements, 1,000 tombs, and 17 lost pyramids in Egypt. "I couldn't believe we could locate so many sites all over Egypt," Parcak said. "To excavate a pyramid is the dream of every archaeologist."
- 3 The satellites took the photographs while orbiting Earth, using cameras so powerful that they can locate objects less than a meter in diameter. These cameras can distinguish between the thick mud brick that ancient Egyptians used to build their houses and the less dense soil surrounding them, making the dwellings appear clearly outlined on the desert floor. One of Parcak's most exciting moments was the discovery of a 3,000-year-old house in Tanis, a location made famous by the movie *Raiders of the Lost Ark*. Parcak believes that many more sites are yet to be found. These sites will still need to be physically located and uncovered by archaeologists in order to verify the satellite findings.



This site was located by satellites and partially uncovered by archaeologists.

© Khaled Desouki/Getty Images

- 4 Parcak hopes that such discoveries will attract young people to archaeology and that these future archaeologists will continue to use modern technology in exciting new ways. "We have to think bigger now, and that is what the satellites allow us to do," says Parcak.
- 5 Satellite technology offers possibilities beyond Parcak's Egyptian discoveries. History and literature are filled with fascinating accounts of lost cities. The Greek philosopher Plato wrote of a powerful city called Atlantis that suddenly disappeared into the sea. Many believe Atlantis was a fictional city, yet others continue to scour the world looking for it. The ancient city of Ubar, an important trading outpost in the Arabian Desert, was rumored to have been lost forever after sinking into the sand. However, satellite images have recorded reddish streaks thought to be ancient paths leading to and from a location believed to be Ubar. Perhaps someday satellite cameras, or an even more advanced technology, will uncover lost cities we don't even know about yet.

# Picturing the Past for the Future

- 1 It's difficult to imagine a more majestic American landmark than Mount Rushmore, with its imposing likenesses of former presidents carved in stone and rising dramatically above the land. It is even harder to imagine the loss to our nation if time or the elements were to destroy this beloved landmark. Thanks to a company called CyArk, sites like Mount Rushmore can now be digitally preserved and explored for years to come.



Mount Rushmore National Memorial, located in South Dakota, is one of the sites preserved by CyArk.

© iStockphoto.com/David Morgan

- 2 CyArk has a bold mission: to collect and store digital records of cultural heritage sites all over the world, from the *Titanic* shipwreck to the Leaning Tower of Pisa. Sites such as these are constantly at risk of destruction from continual exposure to water, sun, and wind or from natural disasters such as earthquakes. CyArk's preservation process ensures that images of such sites will be available for future generations, even if the site itself is permanently lost.
- 3 When choosing a site, CyArk considers the site's cultural significance as well as its risk of being destroyed. Then a team documents the site using surveying equipment, specialized photography, and laser scans that create three-dimensional models composed of thousands of laser-beam dots. The team then uses these data to create high-definition images of the site for storage. These images can also be used to create websites for virtual tourism and educational purposes.
- 4 For example, CyArk is working with the National Park Service in Wyoming to preserve the Fort Laramie National Historic Site, once a critical supply post for wagon trains. Now, with a few clicks of a mouse, virtual tourists can take a self-guided, narrated tour featuring 360-degree photographs of what Fort Laramie looks like today, as well as view three-dimensional images of

buildings from different times in the fort's history. "We are very excited about our partnership with the Park Service to better tell the story of an important site like Fort Laramie," says Ben Kacyra, CyArk's founder.

- 5 CyArk has documented locations across the globe. It has scanned the biblical city of Nineveh in Iraq and Cambodia's famous Angkor Wat temple. And CyArk's mission has already proved itself in one location. In 2009, CyArk employee Scott Cedarleaf worked with Uganda's Prince Wasajja to scan the Kasubi Tombs, a registered historic site. In 2010, Cedarleaf learned that the tombs had burned to the ground. He knew that rebuilding such a site would be a difficult task but not an impossible one, thanks to the scans CyArk had conducted on the tombs. Cedarleaf believes that this opportunity can serve as an example of how CyArk helps preserve places that are treasured by people around the world.

**Use “Uncovering a New Era in Archaeology” (pp. 19–20) to answer questions 18–21. Then fill in the answers on your answer document.**

- 18** The author includes the description in paragraph 1 most likely to —
- F** illustrate the significance of what archaeologists hope to discover
  - G** explain the tasks most commonly performed by archaeologists
  - H** emphasize the difficulty archaeologists face when trying to locate ancient cities
  - J** highlight the activities that take the most time for archaeologists to perform
- 
- 19** In paragraph 5, the examples of lost cities suggest that a major role of an archaeologist is to —
- A** explain why real locations are mentioned in ancient literature
  - B** locate written accounts of powerful cities that no longer exist
  - C** create replicas of historical buildings based on satellite images
  - D** find clues that provide a better understanding of the past

- 20** In paragraph 3, the author uses the example of the 3,000-year-old house in Tanis to —
- F** prove that satellites are constantly taking photographs to locate ancient cities
  - G** demonstrate that sites once thought to be fictional have been proved to exist
  - H** emphasize that satellite photography is powerful enough to find a single building
  - J** suggest that previously discovered sites may be much older than originally thought

- 
- 21** Parcak hopes that the use of modern technology in archaeology will —
- A** inspire more young people to become archaeologists
  - B** help archaeologists better understand previous discoveries
  - C** lead to more archaeological discoveries being used in movies
  - D** one day allow archaeologists to find objects smaller than a meter in diameter



Use "Picturing the Past for the Future" (pp. 21–22) to answer questions 22–26. Then fill in the answers on your answer document.

22 Read the dictionary entry below for the word mission.

**mission** \ˈmi-shən\ *n*  
1. a group of people sent to establish relations with a foreign country 2. a special assignment 3. a building for carrying out religious or charity work 4. a welfare organization established for people in need

Which definition represents the meaning of mission as it is used in paragraph 2?

- F Definition 1
- G Definition 2
- H Definition 3
- J Definition 4

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23 Based on the information in the selection, which of these would CyArk most likely digitally preserve?

- A Lambert Glacier, the largest glacier in Antarctica
- B *Eagle*, the American lunar module used by the first astronauts to land on the moon
- C Mount McKinley, the tallest mountain in North America
- D The Great Pyramid at Giza, an ancient pharaoh's tomb in the Egyptian desert

**24** Which sentence from the selection suggests that the author thinks CyArk’s work is important?

- F** *It’s difficult to imagine a more majestic American landmark than Mount Rushmore, with its imposing likenesses of former presidents carved in stone and rising dramatically above the land.*
- G** *CyArk has documented locations across the globe.*
- H** *CyArk’s preservation process ensures that images of such sites will be available for future generations, even if the site itself is permanently lost.*
- J** *In 2010, Cedarleaf learned that the tombs had burned to the ground.*

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**25** Which emotion is the photograph most likely intended to evoke in the reader?

- A** Concern for the environment
- B** Awe at a magnificent monument
- C** Excitement about visiting South Dakota
- D** Disappointment in the condition of the monument

**26** Which sentence expresses an opinion?

- F** *It is even harder to imagine the loss to our nation if time or the elements were to destroy this beloved landmark.*
- G** *Thanks to a company called CyArk, sites like Mount Rushmore can now be digitally preserved and explored for years to come.*
- H** *The team then uses these data to create high-definition images of the site for storage.*
- J** *Sites such as these are constantly at risk of destruction from continual exposure to water, sun, and wind or from natural disasters such as earthquakes.*

**Use “Uncovering a New Era in Archaeology” and “Picturing the Past for the Future” to answer questions 27–31. Then fill in the answers on your answer document.**

- 27** Dr. Sarah Parcak and Ben Kacyra would most likely agree about the importance of —
- A** discovering sites made famous in films
  - B** using three-dimensional models to create images of landmarks
  - C** making future generations aware of important cultural history
  - D** allowing tourists to visit historical sites through the Internet
- 
- 28** How are the purposes of the technologies described in the selections different?
- F** The technology in “Uncovering a New Era in Archaeology” is used mainly for re-creating sites, while the technology in “Picturing the Past for the Future” is used mainly for exploring sites.
  - G** The technology in “Uncovering a New Era in Archaeology” is used mainly for proving the age of sites, while the technology in “Picturing the Past for the Future” is used mainly for recording facts about sites.
  - H** The technology in “Uncovering a New Era in Archaeology” is used mainly for making people aware of sites, while the technology in “Picturing the Past for the Future” is used mainly for creating self-guided tours of sites.
  - J** The technology in “Uncovering a New Era in Archaeology” is used mainly for locating sites, while the technology in “Picturing the Past for the Future” is used mainly for documenting sites.

**29** What is similar about the types of technology discussed in the selections?

- A** Both require the use of satellites to locate sites.
- B** Both involve the use of recorded images.
- C** Both involve the creation of websites for educational purposes.
- D** Both require the sites to be surveyed before they are scanned.

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**30** Both Dr. Sarah Parcak and Ben Kacyra are interested in sites —

- F** located in countries around the world
- G** built during the current century
- H** thought to be lost cities
- J** at risk of being destroyed

**31** What is one difference between the selections?

- A** "Uncovering a New Era in Archaeology" discusses discovering the unknown, while "Picturing the Past for the Future" focuses on protecting what is known.
- B** "Uncovering a New Era in Archaeology" focuses on future events, while "Picturing the Past for the Future" focuses on the past.
- C** "Uncovering a New Era in Archaeology" focuses on one occupation, while "Picturing the Past for the Future" focuses on several different occupations.
- D** "Uncovering a New Era in Archaeology" cites an expert to support the author's claim, while "Picturing the Past for the Future" relies on examples to express the author's opinion.

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

## A Real Case

by Sara Holbrook

Doubtful,  
I have a fever  
or any other measurable symptom.  
I'm just down with a sniffly case  
5 of sudden-self-loathing-syndrome.

TODAY!  
It hit like a thwop of mashed potatoes  
snapped against a plate,  
An unrequested extra serving  
10 of just-for-now-self-hate.

Today, I'm worthless,  
a leftover bath,  
a wad of second-hand gum.  
I belong in a twist-tied bag  
15 with the rest of the toys that won't run.

My mood's as welcome as  
incoming dog breath,  
or a terminal case of split ends.  
I sparkle like a dust rag,  
20 I could attract mosquitoes—  
maybe—not friends.

In fact, I could be contagious!  
I'm a downer to say the least.  
And if you try to push  
25 my mood swing, I'll only drag my feet.

Why? I couldn't tell you.  
Just, some days, I get up and get down.  
It's not a permanent disability, though.  
Tomorrow,  
30 I'll come around.

From *Walking on the Boundaries of Change* by Sara Holbrook. Copyright © 1998 by Sara Holbrook. Published by Wordsong, an imprint of Boyds Mills Press. Used by permission.

**32** Which lines from the poem best suggest that the speaker’s situation is temporary?

- F** Doubtful,/I have a fever
- G** Tomorrow,/I’ll come around.
- H** TODAY!/It hit like a thwop of mashed potatoes
- J** I could attract mosquitoes—/maybe—not friends.

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**33** What is the most likely reason that the poet uses capitalization in line 6?

- A** To highlight a problem the speaker experiences
- B** To stress the speaker’s expectations for tomorrow
- C** To indicate that the speaker’s condition happens unexpectedly
- D** To show the speaker’s excitement about an upcoming event



**34** Read the following lines from the poem.

And if you try to push  
my mood swing, I'll only drag my feet.

The poet includes these lines most likely to suggest that the speaker —

- F** does not wish to be pushed on a swing
- G** wants to deal with the situation alone
- H** does not often receive help from others
- J** is not physically strong

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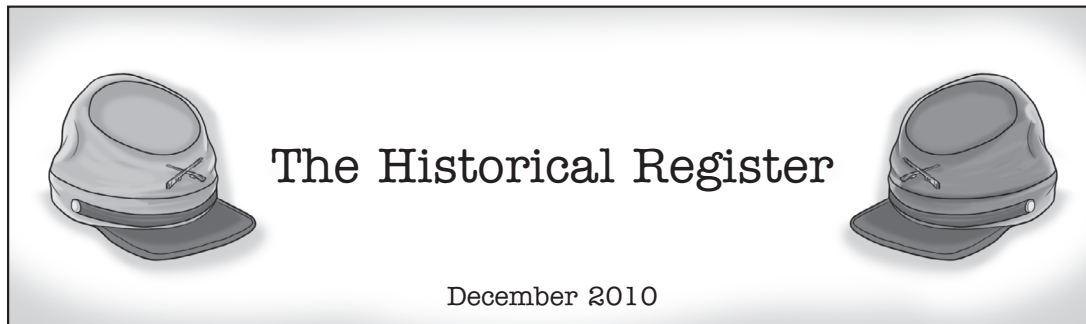
**35** The imagery in lines 16 through 19 helps the reader understand —

- A** the shift in the speaker's attitude
- B** the speaker's unpleasantness
- C** why the speaker has no friends
- D** what the speaker thinks of others

**36** The poet reveals the speaker's feelings mainly by —

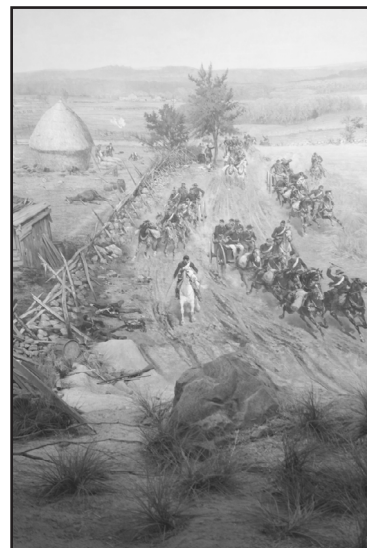
- F** using similes and metaphors to describe them
- G** explaining their effect on others
- H** connecting them to memories
- J** repeating specific words for emphasis

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.



## The Gettysburg Cyclorama

- 1 Bullets scream past your ears as your battalion advances into enemy artillery fire. The noise of the guns is so loud that you can't think. You can barely see where you are going through the smoke punctuated by bursts of gunfire. By the time you have neared the enemy troops, half the men who started out with you have fallen.
- 2 Are you actually on a battlefield? Are you dreaming? Are you playing a computer game that simulates a battle? Actually, you are surrounded by a piece of art called a cyclorama.
- 3 In the late 1800s cycloramas depicting great battles or scenes from popular literature were a popular form of entertainment. These massive oil paintings provided panoramic views of their subjects and were housed in special circular auditoriums. Viewers of a cyclorama stood on a platform in the center of an auditorium. The area directly in front of the painting featured actual objects that gave the painting a three-dimensional effect. Viewers felt as if they were part of the scene being represented.
- 4 After the Civil War ended in 1865, artists searched for ways to represent its battles. One of the most famous actions of the war, Pickett's Charge, took place at Gettysburg, Pennsylvania, on the third and final day of battle. The French artist Paul Philippoteaux was hired to paint this scene. In 1882 Philippoteaux went to Gettysburg, where he spent several weeks making hundreds of sketches. He had a photographer take pictures of the landscape, and he also interviewed veterans of the battle. Aided by a



One of the Scenes  
Created by Philippoteaux

© Nancy Hoyt Belcher/Alamy

team of assistants, Philippoteaux worked for the next year and a half to paint the cycloramic scene.

- 5 The result is said to have made veterans of the battle weep when they visited the exhibit in Chicago. Philippoteaux's work was such a success that he was hired to paint a second version of the cyclorama to be displayed in Boston. This cyclorama was 377 feet long and 42 feet high and weighed about three tons. It was displayed in a specially designed building for many years.
- 6 When motion pictures emerged, the popularity of cycloramas decreased. Eventually the Boston version of the Gettysburg cyclorama was sold to an entrepreneur who cut 16 feet off the top of the painting and exhibited it in Gettysburg for many years. In the 1940s the painting was purchased by the U.S. government and brought to Gettysburg National Military Park.
- 7 In 2003 park conservators began a restoration of the cyclorama that cost \$15 million. They returned the skyline to the painting and also added details present in the original that had been lost over the years. Collectors of Civil War memorabilia were asked for donations of artifacts such as boots, uniforms, flags, and weapons. These were set in the foreground of the painting to create a "you are there" illusion. The canvas is slightly curved, further augmenting this visual effect. The cyclorama was placed in its own special auditorium in the park's new visitor center, which opened in 2008. For the first time in more than a century, the cyclorama could be viewed in its original form.
- 8 Today's viewers of the cyclorama stand on a central platform and listen to a 15-minute narrative that is accompanied by light and sound effects. The platform is raised to the mid-level of the painting, allowing viewers to feel as if they are part of the battle scene.

- 9 The Gettysburg National Military Park receives nearly two million visitors each year. It honors sacrifices made by hundreds of thousands of soldiers and civilians during a pivotal era in U.S. history. The park is also dedicated to teaching people about the Civil War in general and the battle of Gettysburg in particular. The cyclorama, where art imitates life to an amazing degree, is a significant part of that effort.



A Section of the Gettysburg Cyclorama

© Nancy Hoyt Belcher/Alamy

**37** In paragraph 3, the word depicting means —

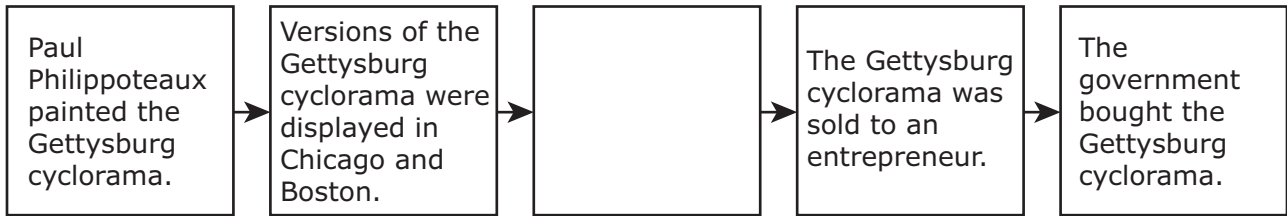
- A** reporting
- B** celebrating
- C** representing
- D** photographing

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**38** What is the most likely reason that the author has included paragraph 1 in the article?

- F** To educate readers about the battle of Gettysburg
- G** To compare the Gettysburg cyclorama to a computer game
- H** To give readers detailed information about Civil War battles
- J** To simulate the experience of being at Gettysburg

**39** Look at the diagram of information from the article.



Which of the following belongs in the empty box?

- A** Over time fewer people visited the Gettysburg cyclorama.
- B** A military park displayed the Gettysburg cyclorama.
- C** The top section was cut from the Gettysburg cyclorama.
- D** People donated objects to display with the Gettysburg cyclorama.

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**40** Paragraph 4 is mainly about the —

- F** importance of Pickett’s Charge to the Civil War
- G** work Paul Philippoteaux put into painting the cyclorama
- H** reason Paul Philippoteaux was hired to paint the cyclorama
- J** popularity of Civil War battles as art subjects

**41** Which of these is the best summary of the article?

- A** In 1882 the French artist Paul Philippoteaux was hired to paint scenes from the battle of Gettysburg. The artist made hundreds of sketches of the battlefield, had photos taken of the area, and interviewed combat veterans. It took Philippoteaux a year and a half to paint the famous Gettysburg cyclorama.
- B** Cycloramas, a common form of entertainment in the late 1800s, are large paintings that usually depict scenes from literature or history. A cyclorama is hung inside a circular auditorium where viewers can stand in the center and turn 360 degrees to view the entire work. The Gettysburg cyclorama was painted in 1882 and still can be seen today.
- C** The Gettysburg cyclorama, originally created in 1882, is a huge circular painting of a Civil War battle. The viewing auditorium contains a raised platform and incorporates effects that allow visitors to have a unique experience while looking at the scenes. The cyclorama is on display at the Gettysburg National Military Park, where it attracts crowds of enthusiastic viewers.
- D** Visitors to the Gettysburg National Military Park can view the Gettysburg cyclorama, a famous circular work of art that shows scenes from the important Civil War battle. The cyclorama was painted in 1882, and versions were displayed in Chicago and Boston. Many years later it was sold to the U.S. government.

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**42** In paragraph 7, the word restoration means the act of —

- F** beginning something over again
- G** using something old in a new way
- H** studying something special to learn from it
- J** bringing something back to its original condition

- 43** The images included with the article help the reader understand —
- A** who won the battle of Gettysburg
  - B** what the chaos of Pickett's Charge was like
  - C** what the soldiers remembered most about the battle of Gettysburg
  - D** why Pickett's Charge was important to the battle of Gettysburg



Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

## Fairies' Washing

*by April Pulley Sayre*

- 1 I always knew Nanna got up early in the mornings. Once, I asked my father why.
- 2 "Older people like your Nanna don't need as much sleep as I do," he said with a drawn-out yawn.
- 3 But that wasn't the reason she got up so early. That wasn't the reason at all.
- 4 "Only early risers can see the jewel bird awake," she would say as she climbed the stairs to bed. Mom, Dad, and I, we laughed. We played cards until the wee, late hours of night.
- 5 But then, one Saturday, I woke up early, in that blue, inky light before dawn. Nanna, her flowered robe wrapped tortilla tight, was creeping by my bedroom door.
- 6 Where was she going? I wanted to know.
- 7 So I grabbed my clothes and followed her on tiptoed feet: first into the kitchen, then out the door into the yard.
- 8 Cold air forced my eyes wide open.
- 9 "Who-cooks for you?" called the last owl of the night.
- 10 Nanna disappeared into the woods.
- 11 I worried that Nanna might fall in the dark, tangled woods. But I was the one who tripped and fell.
- 12 "Be quiet and listen," she ordered, sounding stern.
- 13 I did, and heard echoes and eerie sounds. They were strange, wet whistles, like songs sung in a cave.
- 14 "Dawn songs," explained Nanna. "Birds sing them only at dawn."
- 15 I listened a while longer. But then I had to ask. "Where are you going so early?"

- 16 "To see the jewel bird," she said, and pushed aside a branch. It snapped back, splattering water on my shirt. When I looked up again, she was gone.
- 17 Dad had told me Nanna made up the jewel bird. But what if he was wrong?
- 18 I ran to catch her, but she was fast. Branches and leaves slapped my arms and legs. My shoes grew soggy with dew.
- 19 Finally, in the field, I reached her and walked in silence by her side.
- 20 Pink light was making a bubble on the edge of the hill. It spread out, slowly, like jam. Bumblebees clinging to flower petals were still cold and asleep and unaware.
- 21 "Look. Fairies' washing!" whispered Nanna.
- 22 Fairies? Maybe Dad was right about Nanna's imagination. But then I saw what Nanna meant: glistening, like strings of pearls. Like lace, the fairies' washing hung from fences, flowers, grass. It was exactly what a fairy would wear.
- 23 "Every morning the fairies hang their washing out to dry. But soon after sunup, it's gone." Nanna smiled and said it just like truth. But I knew I'd have to see that for myself.
- 24 Nanna marched off, as if she had a goal. It was the big rock by the lake. To my surprise, she climbed it, then stood atop, like a queen.
- 25 She was looking at something. But what? I couldn't tell.
- 26 Finally I saw pale gray forms: great blue herons. There were more than I had ever seen.
- 27 "Soon they'll spread out, around the countryside," said Nanna.
- 28 A few took off, with slow, wide wingbeats. More followed, and circled the lake. They dropped their shadows near our feet, then disappeared beyond the trees.
- 29 "The jewel birds?" I asked. Nanna didn't answer. Her eyes were closed. Her wrinkles stood out. The sun made her face glow a strange kind of gold.
- 30 "What are you doing, Nanna?"
- 31 "I'm being thankful," she replied. Then she scrambled down the rock and smiled. Thankful seemed a good way to be. We walked farther, near some trees.

- 32 "Nanna . . ."
- 33 "Shh!" She made the silence sign.
- 34 She mouthed the words: "the jewel bird." We crept toward a small tree. She pointed something out.
- 35 It didn't look like a jewel to me. It was only a tiny bird. Nanna pulled aside a branch. The sun shone on the bird. It was greenish, and still. And dead.
- 36 Or so I thought. I soon saw I was wrong. The bird flapped its wings and rose into the air.
- 37 As it turned toward the sun, its throat flashed ruby red.
- 38 It was a jewel bird! Now I could see. My breath caught inside my chest. The bird flew past me, so close its wings made a breeze in my hair.
- 39 "A ruby-throated hummingbird," Nanna said. Now I knew why Nanna got up so early: for this . . . and more. She showed me other morning sights—meadowlarks singing, their golden feathers puffed.
- 40 A family of turkeys fed by the woods—I sneezed and they ran.
- 41 A mother deer and her fawn drank from a stream. We held our breath and stood still and watched.
- 42 But then the sun rose higher, baking hot. As we started to leave the field, I turned for a last look at the fairies' washing. But it had all disappeared.
- 43 I ran and searched. It was nowhere to be found.
- 44 Spiderwebs hung where the washing had been.
- 45 We were sitting in the kitchen, drinking hot chocolate, by the time my folks, their eyes half-closed, walked in. Nanna and I exchanged a secret smile. We had already seen the world.

April Pulley Sayre, "Fairies' Washing," Copyright © 2003 by April Pulley Sayre. Printed with permission from the author.

**44** Why is “jewel bird” an appropriate name for the sleeping bird Nanna and the narrator find?

- F** It is graceful as it rises into the air.
- G** The sun can bring it back to life.
- H** It has a spot of vibrant red on its throat.
- J** The golden feathers on its chest puff up.

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**45** How does the author reveal Nanna’s reason for getting up early in the mornings?

- A** By providing Nanna’s response about seeing the jewel bird awaken
- B** By explaining that Nanna does not need as much sleep as other people
- C** By comparing the way the narrator and Nanna walk through the woods one morning
- D** By describing the experiences the narrator has as she follows Nanna one morning

**46** Read this sentence from paragraph 38.

*My breath caught inside my chest.*

The author includes this sentence most likely to show —

- F** the narrator’s excitement over seeing the hummingbird
- G** how strenuous the journey to see the hummingbird has been for the narrator
- H** how quickly the narrator feels a connection to the hummingbird
- J** the narrator’s surprise that the hummingbird is alive

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**47** What lesson does the narrator learn while spending time with her grandmother?

- A** Mysteries in nature usually have complex explanations.
- B** Spending time outdoors helps a person maintain good health.
- C** People who wake up early have more time to participate in daily activities.
- D** Ordinary events can be explained in imaginative ways.

**48** The author's use of similes in paragraph 22 creates a feeling of —

- F** courage
  - G** amazement
  - H** expectation
  - J** pride
- 

**49** The figurative language in paragraph 20 helps the reader imagine the —

- A** smell of a field of wildflowers
  - B** first signs that winter is approaching
  - C** sweet taste of fresh honey in spring
  - D** sun beginning to rise on the horizon
- 

**50** The author includes the question in paragraph 17 most likely to —

- F** suggest a change in the narrator's beliefs
- G** show the narrator's desire to be adventurous
- H** reveal the narrator's lack of knowledge
- J** indicate the narrator's feelings toward her father

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS  
ON THE ANSWER DOCUMENT.





**STAAR  
GRADE 7  
Reading  
April 2014**