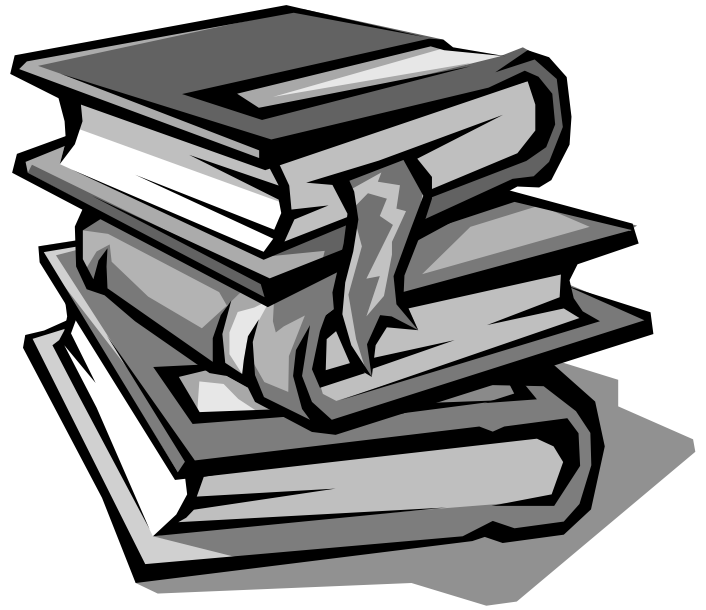
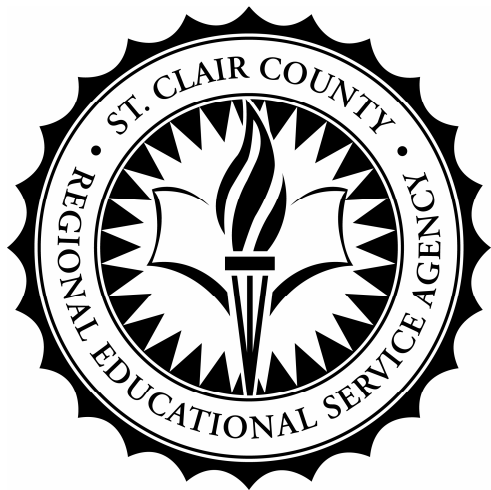


English Language Arts Prototype



Suggested for: **7th Grade**
Common Good

Prototypes developed by
St. Clair County Educators
Revised January 2005



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PART 1

WRITING FROM KNOWLEDGE AND EXPERIENCE

PART 1: SESSION 1 PREWRITING

DIRECTIONS:

THINKING ABOUT THE TOPIC:

The Common Good is when we work toward doing what is best to help others and our community.

THINK ABOUT:

What does the term “common good” mean to you?

Have you ever volunteered?

How has your volunteering helped others?

Do you know someone who is always helping others and their community?

PART 1: SESSION 1 DRAFTING

WRITING ABOUT THE TOPIC:

Continue to think about the topic: **Common Good**. You will have approximately 25 minutes to work on your draft.

Do **one** of the following:

write about something in our environment that you feel is threatened for the sake of luxury or for some other reason
(i.e.: cutting down the rainforest for farmland)

OR

describe a time when you volunteered your time, effort and labor to help others

OR

write about an individual that you know whose efforts have made the world a better place

OR

write about how you could work towards and impact the Common Good of your community, your school, or your neighborhood

OR

write about the subject in your own way.

When you are ready, you may begin your draft.

Interested adults will be reading your writing.

PART 1: SESSION 1

REVIEW OF WRITING

DIRECTIONS:

Use the following checklist as you draft.

CHECKLIST FOR REVISION:

- Do I stay focused on my central idea?
- Do I support my central idea with important details/examples?
- Do I need to take out details/examples that DO NOT support my central idea?
- Is my writing organized and complete, with a clear beginning, middle, and end?
- Do I use a variety of interesting words, phrases, and/or sentences?

CHECKLIST FOR EDITING:

- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

CHECKLIST FOR PROOFREADING:

- Is everything just the way I want it?

Michigan Educational Assessment Program
Integrated English Language Arts
Part 1 Rubric
Writing from Knowledge and Experience

- 6** The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer’s command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Off topic
- B Illegible
- C Written in a language other than English
- D Blank/refused to respond

PART 2a
READING FOR UNDERSTANDING

Directions:

In this part of the test, you will be reading two selections that are related.

FIRST READING SELECTION

COME BACK SALMON

Chapter 2: *Operation Pigeon Creek*
Pages 12-18

COME BACK SALMON
Chapter 2: *Operation Pigeon Creek*
Pages 12-18

Trailing along behind their teachers, Mr. King and Mr. Baker, Jackson School's two classes of fifth graders headed down the winding path to Pigeon Creek. Armed with garbage sacks, they scattered like seabirds to pluck the litter from the banks of the stream.

When older students from nearby Evergreen Middle School arrived in a truck and jumped out to help, everybody suddenly began working a little harder.

Into large plastic garbage sacks went candy wrappers, old shoes, glass bottles, aluminum cans, pizza boxes, Styrofoam cups, scraps of paper, broken toys, and six-pack holders. From the middle of the creek were pulled rusty car parts, bent oil cans, a "For Sale" sign, mattresses and old bedsprings, a broken-down chair, and lots of old tires.

The pile of garbage on the roadway grew so high that it took many truckloads to haul it all away. In the following weeks, every Jackson School class took turns helping with the cleanup.

"Whew! This is hard work!"

"Well, think of it this way," said Mr. Baker. "We're not hauling trash, we're bringing a stream back to life."

Some of the people who lived nearby weren't exactly encouraging about Jackson School's Pigeon Creek Project.

"You're wasting your time," said one. "Bringing salmon back to Pigeon Creek is nothing but a dream."

Mr. King told his class, "To accomplish anything, you have to have a dream. Everything worthwhile starts with a dream."

For a while, it seemed as if the little creek would never stay free of trash. People came in their cars and trucks over the weekends to dump more. One school morning, the Jackson School students found 600 old tires dumped onto the banks of the stream. It wasn't easy to haul them out. The principal had to call in the city parks department to help. From then on, the fifth graders took turns patrolling the creek banks before and after school and on weekends to keep trash dumpers away.

The students soon learned that using gullies and ravines as trash dumps wasn't the only danger to fish life in a stream.

Just as dangerous was stripping hillsides bare of all their trees to build houses. When it rained, loose dirt slid down into the stream.

"This bottom is nice and soft," said a fifth grader, wading into Pigeon Creek. Ankle deep, he wiggled his bare toes into the powdery covering.

“This soft stuff is silt,” Mr. King told his students. “It feels nice to us but not to the fish coming back to spawn. Salmon lay their eggs in gravel. But if the gravel is covered with silt, the eggs can’t breathe – and they suffocate.”

“Arrggghhhh!” said the wader, clutching the neckline of his T-shirt and staggering out of the water.

As Operation Pigeon Creek continued, words like *silt*, *watershed*, *environment*, and *pollution* became part of the everyday vocabulary of the 450 students in the red brick school on top of the hill.

They began to learn that other things were as threatening to fish life as silt.

“The worst thing you can do is dump your used oil and antifreeze, your insect killer, or anything with detergent in it down a storm drain,” their teachers told them. “That is, if you want fish to live in the creek.”

But there really was no *if* about it. Suddenly, what all the kids in Jackson School wanted more than anything was to see salmon come back to Pigeon Creek.

They stenciled DUMP NO WASTE – DRAINS TO STREAM signs on the storm drains leading to Pigeon Creek. They went around their neighborhoods knocking on doors to remind people that almost everything poured down the street drains ended up in the stream. They ran after walkers, joggers, and strollers to hand out leaflets asking people not to pollute the stream. The more they learned about their adopted creek, the harder they worked to keep it clean.

“Pigeon Creek is past saving,” people kept telling them. “Maybe you should just forget it.”

“How many of you want to forget it?” Mr. Baker asked his students one day.

No one raised a hand. Mr. Baker grinned.

“If you have a dream, you can’t let anyone take it away from you,” Mr. King told his class.

The first and second graders drew pictures of fish, painted them, and hung them in the school windows. The third graders made crayon and poster-paper drawings and taped them in the hallways. The fourth and fifth graders combined art, science, writing, and research to create their own books on the life cycle of the salmon. In almost every class, including math and geography, students were doing something that connected up with Operation Pigeon Creek.

When the Port of Everett announced its plan to build a log storage facility at the mouth of Pigeon Creek, Jackson School students looked at each other in dismay.

“That’ll block our stream!”

“What do they care? They don’t even know about our Pigeon Creek project.”

“We’ve got to tell them”

“Why would they listen to us? We’re just kids.”

“Even kids can make a difference.”

“Who says?”

“Mr. King says. ‘You can make a difference.’ That’s what he always says.”

“Yeah.”

The fifth graders started writing letters – a lot of letters. They wrote to the port officials, the mayor of the city, the members of the city council, state and county officials, and the Everett *Herald*, the city’s daily newspaper.

The Port of Everett officials were surprised to hear about the plans that the Jackson School students had for Pigeon Creek. The mayor and the city council members were surprised, too. The Everett *Herald* sent a reporter to the school to take a picture of the students and their adopted stream.

Because of the students’ action, the port officials decided to build their storage facility someplace else. Sighing in relief, the fifth graders continued to stand guard over Pigeon Creek.

Gradually, people living nearby began to help the students keep the creek clean. A woman called the school one morning when she noticed that the creek was running muddy. A man who regularly walked his dog near the creek area began to pick up scattered candy wrappers and soft drink cans he found along the way. Joggers kept their eyes open for trash dumpers.

Operation Pigeon Creek was well on its way.

FIRST READING SELECTION

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *Operation Pigeon Creek* from *COME BACK SALMON* at any time.

1. What is the source of the conflict in *Operation Pigeon Creek*?
 - A. There are not enough volunteer students to really make a difference in Pigeon Creek.
 - B. Mr. King had unrealistic expectations of his class.
 - C. Salmon no longer lived in Pigeon Creek.
 - D. Area residents had polluted and destroyed Pigeon Creek as a natural habitat.

2. How was Mr. King's dream of bringing salmon back to Pigeon Creek accomplished?
 - A. The students removed the garbage from the stream.
 - B. Mr. King taught his students to care for and protect their environment.
 - C. They continually added salmon to the creek.
 - D. By stopping the flow of silt in Pigeon Creek.

3. With which statement would Mr. King **MOST LIKELY** agree?
 - A. The storage of garbage and waste must be dealt with.
 - B. Honesty is the key to dealing with students.
 - C. Hard work and commitment can bring about real change.
 - D. All people act carelessly.

4. How are Mr. King's fifth graders similar to the volunteer students from Evergreen Middle School?
 - A. They are all working toward a common goal.
 - B. They were all aware of the effects of pollution.
 - C. They all had Mr. King as a teacher.
 - D. Both schools are close to Pigeon Creek.

5. What does the following sentence mean? "Well, think of it this way, we're not hauling trash, we're bringing a stream back to life."
 - A. The class is finished hauling trash.
 - B. Pigeon Creek doesn't support any life.
 - C. Pigeon Creek flows through a garbage dump.
 - D. The students are reviving a natural habitat.

6. In this selection the word “silt” means
- A. the gills of a young salmon.
 - B. loose, soft dirt on the bottom of a stream or creek.
 - C. small, loose gravel.
 - D. powder.
7. All of the following words became a part of the vocabulary of the Pigeon Creek Operation **EXCEPT**
- A. watershed.
 - B. environment.
 - C. erosion.
 - D. pollution.
8. According to the selection, all of the following reasons contributed to the little creek never staying free of trash **EXCEPT**
- A. people continued to come on the weekends to dump more trash.
 - B. garbage washed down from upstream.
 - C. 600 tires were dumped onto the banks of the stream.
 - D. area residents offered little help or interest.
9. The students learned that there were many factors in providing a safe environment for fish in Pigeon Creek. All of these examples describe a safe environment **EXCEPT**
- A. detergent free waters.
 - B. no silt build up.
 - C. garbage free waters.
 - D. pumped in oxygenated water.
10. What is the **MOST** important message the students in Mr. King’s class learned?
- A. Silt is dangerous to fish.
 - B. Salmon are not very hearty fish.
 - C. To accomplish anything, you have to have a dream.
 - D. People are careless with old, used oil.

SECOND READING SELECTION

An excerpt from
ELEANOR ROOSEVELT

by
William Jay Jacobs

SECOND READING SELECTION

An excerpt from
ELEANOR ROOSEVELT
by William Jay Jacobs

In 1917 the United States entered World War 1 as an active combatant. Like many socially prominent woman, Eleanor threw herself into the war effort. Sometimes she worked fifteen and sixteen hours a day. She made sandwiches for solders passing through the nation's capital. She knitted sweaters. She used Franklin's influence to get Red Cross to build a recreation room for soldiers who had been shell-shocked in combat.

In 1920 the Democratic Party chose Franklin as its candidate for vice-president of the United States. Even though the Republicans won the election, Roosevelt became a well-known figure in national politics. All the time, Eleanor stood by his side, smiling, doing what was expected of her as a candidate's wife. She did what was expected—and much more—in the summer of 1921 when disaster struck the Roosevelt family. While on vacation Franklin suddenly fell ill with infantile paralysis—polio—the horrible disease that each year used to kill or cripple thousands of children, and many adults as well. When Franklin became a victim of polio, nobody knew what caused the disease or how to cure it.

Franklin lived, but the lower part of his body remained paralyzed. For the rest of his life he never again had the use of his legs. He had to be lifted and carried from place to place. He had to wear heavy steel braces from his waist to the heels of his shoes.

His mother, as well as many of his advisers, urged him to give up politics, to live the life of a country gentleman on the Roosevelt estate at Hyde Park, New York. This time, Eleanor, calm and strong, stood up for her ideas. She argued that he should not be treated like a sick person, tucked away in the country, inactive, just waiting for death to come.

Franklin agreed. Slowly he recovered his health. His energy returned. In 1928 he was elected governor of New York. Then, just four years later, he was elected president of the United States.

Meanwhile Eleanor had changed. To keep Franklin in the public eye while he was recovering, she had gotten involved in politics herself. It was, she thought, her "duty". From childhood she had been taught, "to do the thing that has to be done, the way it has to be done, when it has to be done".

With the help of Franklin's adviser Louis Howe, she made fund-raising speeches for the Democratic Party all around New York State. She helped in the work of the League of Women Voters, the Consumer's League, and the Foreign Policy Association. After becoming interested in the problems of working women, she gave time to the Women's Trade Union League (WTUL).

It was through the WTUL that she met a group of remarkable women—women doing exciting work that made a difference in the world. They taught Eleanor about life in the slums. They awakened her hopes that something could be done to improve the condition of the poor. She

dropped out of the “fashionable” society of her wealthy friends and joined the world reform—social change.

For hours at a time Eleanor and her reformer friends talked with Franklin. They showed him the need for new laws: laws to get children out of the factories and into schools; laws to cut down the long hours that women worked: laws to get fair wages for all workers.

By the time that Franklin was sworn in as president, the nation was facing its deepest depression. One out of every four Americans was out of work, out of hope. At mealtimes people stood in lines in front of soup kitchens for something to eat. Mrs. Roosevelt herself knew of once-prosperous families who found themselves reduced to eating stale bread from thrift shops or traveling to parts of town where they were not known to beg for money from house to house.

Eleanor worked in the charity kitchens, ladling out soup. She visited slums. She crisscrossed the country learning about the suffering of coal miners, shipyard workers, migrant farm workers, students, housewives—Americans caught up in the paralysis of the Great Depression. Since Franklin himself remained crippled, she became his eyes and ears, informing him of what the American people were really thinking and feeling.

Eleanor also was the president’s conscience, personally urging on him some of the most compassionate, forward—looking laws of his presidency, including, for example, the National Youth Administration (NYA), which provided money to allow impoverished young people to stay in school.

She lectured widely, wrote a regularly syndicated newspaper column, “My Day,” and spoke frequently on the radio. She fought for equal pay for women in industry. Like no other First Lady up to that time, she became a link between the president and the American public.

Above all she fought against racial and religious prejudice. When Eleanor learned that the DAR (Daughters of the American Revolution) would not allow the great black singer Marian Anderson to perform in their auditorium in Washington, D.C., she resigned from the organization. Then she arranged to have Miss Anderson sing in front of the Lincoln Memorial.

Similarly, when she entered a hall where, as often happened in those days, blacks and whites were seated in separate sections, she made it a point to sit with the blacks. Her example marked an important step in making the rights of blacks a matter of national priority.

On December 7, 1941, Japanese forces launched a surprise attack on the American naval base at Pearl Harbor, Hawaii, as well as on other American installations in the Pacific. The United States entered World War II, fighting not only against Japan but against the brutal dictators who then controlled Germany and Italy.

Eleanor helped the Red Cross raise money. She gave blood, sold war bonds. But she also did the unexpected. In 1943, for example, she visited barracks and hospitals on islands throughout the South Pacific. When she visited a hospital, she stopped at every bed. To each soldier she said something special, something that a mother might say. Often, after she left, even battle-hardened men had tears in their eyes. Admiral Nimitz, who originally thought such visits would be a nuisance, became one of her strongest admirers. Nobody else, he said, had done so much to help raise the spirits of the men.

By spring 1945 the end of the war in Europe seemed near. Then, on April 12, a phone call brought Eleanor the news that Franklin Roosevelt, who had gone to Warm Springs, Georgia, for a rest, was dead.

As Eleanor later declared, "I think that sometimes I acted as his conscience. I urged him to take the harder path when he would have preferred the easier way. In that sense, I acted on occasion as a spur, even though the spurring was not always wanted or welcome. "Of course," said Eleanor, "I loved him, and I miss him."

SECOND READING SELECTION QUESTIONS

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *ELEANOR ROOSEVELT* at any time.

11. What would be a good title for this selection?
- A. *Life of a First Lady*
 - B. *Eleanor and Franklin: Rise of the Roosevelts*
 - C. *Advice from a First Lady*
 - D. *A Woman Who Made a Difference*
12. This passage would probably appear in
- A. a work of fiction.
 - B. an autobiography.
 - C. a newspaper.
 - D. a biography.
13. You would find more information about this topic in
- A. a newspaper.
 - B. an atlas.
 - C. the dictionary.
 - D. a history book.
14. Eleanor Roosevelt would **MOST LIKELY** want to be remembered as
- A. the President's wife.
 - B. someone who cared about and helped people.
 - C. a teacher.
 - D. a newspaper columnist.
15. Eleanor Roosevelt's life shows us that
- A. you should take every opportunity to remain famous.
 - B. being the President's wife is fun.
 - C. a First Lady has many responsibilities.
 - D. one person can have a great impact toward helping others.

16. The quote, “She would rather light a candle than curse the darkness.” was once used to describe Eleanor Roosevelt because
- A. she was taught never to back down from a challenge.
 - B. she would rather do something about a problem than complain about it.
 - C. she wanted others to admire her.
 - D. she wanted to create political unrest.
17. The author’s purpose in writing this selection was to
- A. express the author’s opinion.
 - B. suggest how the reader should respond to social issues.
 - C. recall the events of World War II.
 - D. describe a portion of Eleanor Roosevelt’s life.
18. The quote, “Nobody else had done so much to help raise the spirits of the men.” was included in this selection because the author wanted the reader to know
- A. that the soldiers of World War II were unhappy.
 - B. how special Eleanor made people feel.
 - C. that Eleanor worked harder than anyone else.
 - D. that Eleanor was not a nuisance to the soldiers.
19. Eleanor Roosevelt arranged to have Marion Anderson sing at the Lincoln Memorial because
- A. She liked the operas Marion Anderson sang.
 - B. She wanted to get even with the Daughters of the American Revolution.
 - C. She wanted to focus national attention on racial prejudice.
 - D. It was her way of standing up for racial inequality.
20. Which of the following **BEST** describes the change in Eleanor when Franklin became crippled with polio?
- A. She spent all her time taking care of Franklin.
 - B. She became more active in politics and social issues.
 - C. She felt it was her duty to give speeches for Franklin.
 - D. She told Franklin what to think about America’s problems.

CROSS-TEXT QUESTIONS

DIRECTIONS:

The following questions are based upon the two selections that you just read. For each question, choose the **BEST** answer. You may look back at the text at any time.

21. What advice would the main characters in each of the selections offer us?
- A. Individuals must recognize the needs of others and work toward the benefit of all.
 - B. Hard work and dedication pay off.
 - C. All people are created equal.
 - D. It is important to stand up for your own individual needs.
22. The main characters in both selections can be described as all of the following **EXCEPT**
- A. determined.
 - B. compassionate.
 - C. self-centered.
 - D. persistent.
23. What do the actions of the main characters in both selections have in common?
- A. They get angry and feel forced into action.
 - B. They are able to confront a problem and strive to make it better.
 - C. They both act out of a sense of duty.
 - D. They are encouraged by others to do the “right” thing.
24. What long-term effect was accomplished as a result of the characters’ actions?
- A. People were made more aware of inequality in our society.
 - B. The world is a better place for everyone.
 - C. All people now work to help others.
 - D. All problems can be resolved.
25. What advice would the main characters in both selections offer us?
- A. Don’t take risks.
 - B. Wait for others to do what needs to be done.
 - C. Only famous people get results.
 - D. Individual effort can lead to improvement.

PART 2b

READING AND WRITING

APPLYING IDEAS TO A TASK

DIRECTIONS:

During Part 2a of this test you read *Operation Pigeon Creek* and *Eleanor Roosevelt*. You may look back at the reading selections to help you answer the following question:

SCENARIO: The Student Council has decided to participate in the Adopt-a-Highway Program. They have asked for volunteers one day a week after school for two months. This conflicts with the intramural sports schedule in which you wanted to participate.

SCENARIO QUESTION:

Which activity will you support with your participation? Write a letter to Mr. Brown, the student council advisor, informing him of your decision and your reasons why.

When finished writing fill out this checklist.

- Did I take a position on the question?
- Did I tell why I took this position?
- Did I use examples from the two reading selections to support my thinking?
- Did I show how the selections are connected or alike?

Michigan Educational Assessment Program
Integrated English Language Arts Assessment
Grade 7
Part 2b Rubric
Writing in Response to Reading

- 6** The student effectively synthesizes and applies key ideas, generalizations, and principles from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are thoroughly developed through the use of appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5** The student makes meaningful use of key ideas from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are well developed through the use of appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear to the reader. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The student makes adequate use of ideas from within each reading selection to support a position in response to the scenario question and makes a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3** The student makes adequate use of ideas from one reading selection **OR** makes partially successful use of ideas from both reading selections to support a position in response to the scenario question. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading selections. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2** The student makes partially successful use of ideas from one reading selection **OR** minimal use of ideas from both reading selections to support a position in response to the scenario question. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading selections. Limited mastery over writing conventions may make the writing difficult to understand.
- 1** The student does not take a position on the scenario question but makes at least minimal use of ideas from one or both of the reading selections to respond to the scenario question or theme **OR** minimally uses ideas from only one of the reading selections to support a position in response to the scenario question. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading selections. Lack of mastery over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Retells or references the reading selections with no connection to the scenario question or theme
- B Off topic
- C Illegible/written in a language other than English
- D Blank/refused to respond
- E Responds to the scenario question with no reference to either of the reading selections.

PART 3

LISTENING FOR UNDERSTANDING

DIRECTIONS:

In this part of the test, you will be listening to one selection.

LISTENING DIRECTIONS:

Concentrate on listening to the story, *The Lorax*. As you listen, think about the actions of the characters and what you could learn from them. Do the characters' actions remind you of something you or someone you know has done?

After listening to the story, you will have a few minutes to make some notes on the next page about the characters' actions. If you wish, you may also make a few notes while you are listening the second time. You will be able to use your notes when you answer questions about *The Lorax*.

PART 3
LISTENING SELECTION

The Lorax

By Dr. Seuss

LISTENING SELECTION QUESTIONS

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at any notes that you may have taken while listening to *The Lorax*.

26. What generalization does this selection support?
- A. It is important to stand up for what you believe.
 - B. Progress almost always comes at the sake of the environment.
 - C. Resources are limited.
 - D. The efforts of a committed individual can make a difference.
27. What do the actions of the Lorax show?
- A. He is sick and tired of the abuse of his world.
 - B. He is leaving to look for food.
 - C. He doesn't like the Once-ler.
 - D. He is an unlikable character.
28. At the end of his visit with the Once-ler, the little boy is seen catching the seed of the Truffula tree. This implies that
- A. the Once-ler trusts the boy with a great responsibility.
 - B. the Once-ler wants to be free of a great burden.
 - C. the Once-ler believes the boy will keep the seed safe.
 - D. the Once-ler is going to look for the Lorax.
29. The following phrase: "UNLESS someone like you cares a whole awful lot, nothing is going to get better. It's not." means
- A. the world of the Once-ler is doomed.
 - B. the damage done is too extensive to change.
 - C. it takes the efforts of a committed individual to bring about change.
 - D. the Once-ler doesn't care.
30. The Once-ler in this selection felt everything **EXCEPT**
- A. remorse.
 - B. satisfaction.
 - C. guilt.
 - D. fear.

31. What is the central idea of this story?
- A. Hermits can be knowledgeable.
 - B. The world can be a beautiful place.
 - C. The environment is a fragile thing that must be protected.
 - D. One seed can develop into a whole forest.
32. With which of the following statements would the little boy **MOST LIKELY** agree?
- A. He needs to save the seed and give it to someone else.
 - B. The Once-ler left him with a terrible burden.
 - C. Progress is dangerous.
 - D. Change must begin with him.
33. In this selection the seed represents
- A. trees.
 - B. a burden.
 - C. responsibility.
 - D. a gift.
34. With which statement would the Once-ler **MOST LIKELY** agree?
- A. Profit is important over all else.
 - B. Resources can always be replaced.
 - C. The Lorax was right and he was wrong.
 - D. Resources must be monitored and protected.
35. What is the theme of this selection?
- A. Money is a cruel master.
 - B. Greed is good.
 - C. Resources must be protected for future generations.
 - D. Life is precious.

Middle School - 7th Grade – Common Good

ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. D Area residents had polluted and destroyed Pigeon Creek as a natural habitat.
2. B Mr. King taught his students to care for and protect their environment.
3. C Hard work and commitment can bring about real change.
4. A They are all working toward a common goal.
5. D The students are reviving a natural habitat.
6. B loose, soft dirt on the bottom of a stream or creek.
7. C erosion.
8. B garbage washed down from upstream.
9. D pumped in oxygenated water.
10. C To accomplish anything, you have to have a dream.

11. D A Woman Who Made a Difference
12. D a biography.
13. D a history book.
14. B someone who cared about and helped people.
15. D one person can have a great impact toward helping others.
16. B she would rather do something about a problem than complain about it.
17. D describe a portion of Eleanor Roosevelt's life.
18. B how special Eleanor made people feel.
19. C she wanted to focus national attention on racial prejudice.
20. B She became more active in politics and social issues.

21. A Individuals must recognize the needs of others and work toward the benefit of all.
22. C self-centered.
23. B They are able to confront a problem and strive to make it better.
24. B The world is a better place for everyone.
25. D Individual effort can lead to improvement.

26. D The efforts of a committed individual can make a difference.
27. A He is sick and tired of the abuse of his world.
28. A the Once-ler trusts the boy with a great responsibility.
29. C it takes the efforts of a committed individual to bring about change.
30. B satisfaction.
31. C The environment is a fragile thing that must be protected.
32. D Change must begin with him.
33. C responsibility.
34. D Resources must be monitored and protected.
35. C Resources must be protected for future generations.