

Sample Documents

NC Elementary Reading
(NC4)

EDUCAIDE SOFTWARE

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Name _____

Date _____

The Legend of Corn

By Dawn, great-great-granddaughter of Sioux Chieftain,
War Eagle

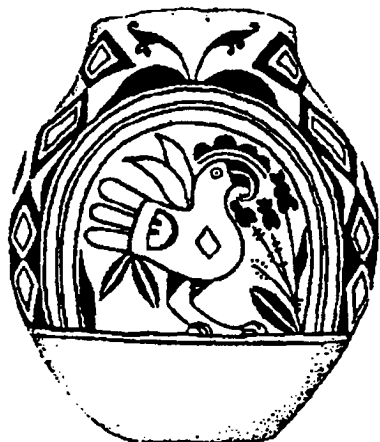
Here is a poem about corn and how important it has been to many people throughout the years.

The ancient ones in time of need
Discovered how to use their seed,
The hunters threw aside their bows,
And planted corn in hills and rows.

The blood-drenched corn of sacrifice
The golden song which echoes thrice,
All bow down to the great sun god,
His high priest blesses, smiles and nods.

The Spanish conquerors of old
Took home this seed, instead of gold,
To plant it in the old, old soil,
To bring new life to those who toil.

Today the grain is used for feed,
And mills refine the golden seed;
Over the world the tall corn grows,
The gift of the Indian—the tall green rows.



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- In this poem, what did raising corn take the place of for the ancient Sioux?
 - hunting
 - worshipping the sun God
 - finding gold
 - refining grain
- In this poem, what did raising corn take the place of for the Spanish conquerors?
 - hunting
 - worshipping the sun God
 - finding gold
 - refining grain
- What color does the author use to show the reader how valuable corn is?
 - gold
 - yellow
 - red
 - green
- What have the Indians done with corn?
 - sold it to the rest of the world
 - given it to the rest of the world
 - hidden it from the rest of the world
 - stolen it from the rest of the world
- How does the speaker feel knowing that corn is grown around the world?
 - cheated
 - proud
 - confused
 - unconcerned
- How does the speaker feel knowing that corn is grown around the world?
 - cheated
 - proud
 - confused
 - unconcerned

Look again at the question above and your answer to it. Please explain why you think your answer is correct.

What do scientists do when an experiment does not provide the answers they were looking for? Read the following article to find out.

Mini-Mouse



What do you get when you try to raise extra-large “supermice”? The answer: A mice surprise.

Two Ohio University scientists tried to produce a strain of mice twice as large as normal—but their experiment backfired. Instead of getting twice as big, the mice were half the normal size!

Weird science? Maybe so. But the scientists hope to use the knowledge they gained from the experiment to figure out how they can control the growth of animals.

For example, they may be able to develop drugs to prevent a rare condition in which the body grows too large.

Another possibility, the scientists say, could be to develop smaller research animals that would eat less food and take up less space, but still reproduce a normal number of offspring.

So what seemed like a “mini-disaster” may actually be a major breakthrough in science. Says John Kopchick, one of the biologists, “Often in science, you get what you don’t expect.”

Text of a section called “Mini Mouse” in an article entitled “TNT News Blasts” from the March 1991 issue of *3-2-1 Contact* magazine. Used by permission of the Children’s Television Workshop.

7. What kind of experience would *best* help a reader understand how the scientist felt?
- having a pet mouse
 - trying a recipe and having it fail
 - visiting Ohio University
 - reading about drugs

8. In their experiment, what did the two scientists get for results?
- exactly what they were looking for
 - a little of what they were looking for
 - nearly everything they were looking for
 - the opposite of what they were looking for
9. Why did the author refer to the experiment as a “mini-disaster”?
- It was not very important.
 - It produced a small explosion.
 - It only went wrong in one small way.
 - It produced small mice.
10. What is John Kopchick’s attitude toward the experiment?
- completely disappointed
 - somewhat angry
 - good natured
 - completely satisfied
11. How can the ability to grow small mice help science?
- Research requiring animals would become cheaper.
 - The smaller mice would be easier to catch and control.
 - The smaller mice would not carry disease.
 - The price of pets would fall.
12. What kind of experience would *best* help a reader understand how the scientist felt?
- having a pet mouse
 - trying a recipe and having it fail
 - visiting Ohio University
 - reading about drugs

Please explain how you chose your answer to the question above. Tell what you thought was wrong with the answers you did not choose, and what made the one you chose the best one.

Answer List

- | | | |
|-------|-------|--------------|
| 1. a | 2. c | 3. a |
| 4. b | 5. b | 6. b;[SR-4] |
| 7. b | 8. d | 9. d |
| 10. c | 11. a | 12. b;[SR-4] |
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Catalog List

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| 1. NC4 AF 1 | 2. NC4 AF 2 | 3. NC4 AF 3 |
| 4. NC4 AF 4 | 5. NC4 AF 5 | 6. NC4 AF 7 |
| 7. NC4 BM 1 | 8. NC4 BM 2 | 9. NC4 BM 3 |
| 10. NC4 BM 4 | 11. NC4 BM 6 | 12. NC4 BM 5 |

Winslow Homer Reporter in Paint

by Alice Elizabeth Chase

Winslow Homer was a famous artist of the nineteenth century. Read the following passage to learn more about his style of painting.

Always observant of the world around him, Winslow Homer was the forerunner of the modern news photographer when, during the civil war, he was sent to the front as a war correspondent. Drawings of soldiers and their life in field and camp, which he sent back, were transferred by hand to wood blocks and printed in *Harper's Weekly*, the popular magazine of the time. Photography was in its infancy and Homer used a pencil and brush instead of a camera. He had the essentials for success: a discerning eye, skill and speed in drawing, a feeling for the news value of an incident, a sense of humor, and human sympathy.



Study of a Soldier

Homer was a New Englander. His father ran a hardware store in Boston; his mother, who had “a pretty talent for painting flowers in watercolor,” came from Maine. The boy began to draw as soon as he could hold a pencil. At nineteen he was apprenticed to a lithographer, and later did free-lance illustrating, but his formal art training was scanty.

In 1864, Homer exhibited several paintings at the National Academy and at twenty-nine he was made a member. A trip to Europe did not change his style or his interest in the American scene. From boyhood he had loved the country; his subject matter is drawn from the life of the farm, the school, the small town. A gentle humor, warmth toward people, especially women and children, and a hint of story share in the appeal of his painting.

During a winter in England he became fascinated by the violence of the sea, and in 1884 he moved to Prout's Neck, Maine, where he built himself a cottage on the cliffs overlooking the ocean. There, with interludes of fishing and hunting in the north woods, and wintering in the Caribbean, he lived alone for the rest of his life, seeing few people, doing his own cooking and housework, and continuing to paint.

The Sea

Winslow Homer's ideal of art perfectly fitted nineteenth-century taste. “When I have selected the thing carefully, I paint it exactly as it appears,” he said. This was essentially the theory of all nineteenth-century realists. Homer sometimes worked on a subject for years, painting swiftly but laying the canvas aside for long intervals. He built a studio on runners, with a plate glass window, so that he could push it to the view he wanted and study it in all weathers. He would select essentials, leaving out cluttering detail. He had an unusual ability to see and record light and atmosphere and an instinct for design. In the finished work he gathered memories of many aspects of a view giving the spectator a sense of sharing in it.

Pleasure boating is the theme of *Breezing Up*, which shows a small boat scudding before a rising breeze. Heeling hull, boiling wake, and cut-off sail give the sense of speed so dear to sailors. More serious in mood is *The Herring Net*, where men who make a living from the sea hunch over their shimmering catch. Mists shroud the distant ships, and the dark sky and rolling waves in the sunset light warn of a stormy night. In his late paintings, Homer omits people entirely, and devotes himself to recording the majesty, and power and the loneliness of the sea.

One of Homer's important contributions to American art was his handling of watercolor. Before the nineteenth century the medium had served only for studies and sketches but Homer, like Turner in England, used it for finished works. With it he caught the brilliance of changing sun and air.

1. All of the following are examples of subjects Winslow Homer liked to depict in his art *except* which one?
 - a) children
 - b) Biblical stories
 - c) farm life
 - d) the sea
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 - a) children
 - b) Biblical stories
 - c) farm life
 - d) the sea
5. Based on the passage, all of the following express the mood in some of Winslow Homer's paintings *except* which one?
 - a) gentleness
 - b) humor
 - c) warmth
 - d) indifference
6. Winslow Homer influenced American painters through his use of which of the following?
 - a) watercolor
 - b) drip painting
 - c) pastels
 - d) tempera
7. In the first paragraph, what does it mean to have "a discerning eye"?
8. What is a "free-lance" illustrator?
9. In what ways did Winslow Homer's art works of the Civil War resemble photography?
10. Why do you think Homer liked to paint the sea?
11. What is the author's attitude toward Winslow Homer?
12. How does the author make this passage easy to read?

Answer List

- | | | |
|--|--|---|
| 1. b | 2. b | 3. b |
| 4. b | 5. d | 6. a |
| 7. the ability to capture on
canvas the most important
elements of the scene | 8. one who works on an
occasional basis | 9. [SR-3] |
| 10. [SR-3] | 11. admiring | 12. She uses subheadings for
different topics. |
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Catalog List

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|--------------|---------------|---------------|
| 1. NC4 FA 3 | 2. NC4 FA 3 | 3. NC4 FA 3 |
| 4. NC4 FA 3 | 5. NC4 FA 5 | 6. NC4 FA 6 |
| 7. NC4 FA 1 | 8. NC4 FA 2 | 9. NC4 FA 8 |
| 10. NC4 FA 9 | 11. NC4 FA 11 | 12. NC4 FA 12 |